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AUTHOR El-Khawas, Elaine; Knopp, Linda
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ABSTRACT

For the 13th year, a national survey of changes in the academic and administrative practices of American colleges and universities was undertaken. Senior administrators at 403 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506). Responses were statistically weighted so that results were representative of all American colleges and universities that offer a general program of undergraduate instruction. Selected highlights of the findings include: (1) for half of the institutions, increased attention to teaching and learning ranked among their most significant program changes in the last decade; (2) increased use of technology has become a major focus but only 29 percent of respondents gave strong ratings to their ability to keep up with the latest technological advances; (3) about 20 percent of institutions reported smaller faculties than a year earlier and 23 percent expected faculty size to decrease over the next 5 years; (4) students have become more diverse in racial and economic backgrounds, and there are more adult students; (5) students are taking longer to complete degrees; and (6) more students have part-time jobs. Appendixes contain tables, technical notes, and the questionnaire. (Contains 22 references.) (JLS)

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CAMPUS TRENDS 1996

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ELAINE EL-KHAWAS

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The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policymakers in government, in the associations, and in educational institutions across the nation.

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CAMPUS TRENDS 1996

ADJUSTING TO
NEW REALITIES

ELAINE EL-KHAWAS

LINDA KNOPP

HIGHER EDUCATION PANEL REPORT, NUMBER 86

JULY 1996

AMERICAN COUNCIL ON EDUCATION
WASHINGTON, DC

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Special gratitude goes to all campus respondents. We are very aware of the heavy demands on their time. Their willingness to complete the questionnaire and to meet our deadlines is critical to the development of a timely report with reliable results.



CAMPUS TRENDS 1996 REPORT SUMMARY

American higher education faced daunting financial challenges in the last decade, as public funding dropped while student numbers continued to rise. This report documents how campuses responded to this changed environment.


Colleges and universities have become more focused, reexamining their missions and setting priorities based on strategic plans. They have become more cost-effective and have strengthened their management practices. To make up for losses in state funds, institutions have developed more diverse funding sources, such as private fundraising and sponsored research. Colleges, community colleges, and universities have also developed stronger relationships with their communities and with business and industry.

As another consequence of reduced state funding, students now pay a larger share of instructional costs at public institutions. At both public and independent institutions today, more students require financial aid, more hold a job while attending college, and more are taking longer to complete a degree program.


Curricular changes have been widespread, reflecting efforts to strengthen the meaning and value of the degree. Good teaching has become more important. Computers are being linked to instruction. Colleges and universities have updated courses and developed new programs, often to serve adult learners and to meet workforce needs. Closer links are being forged between college study and the employment world, often through internships.

Greater accountability is another outcome of the changed environment. There is more attention to learning outcomes, more concern for the financial efficiency of academic programs, and a greater emphasis on formal review of faculty performance, including the work of tenured faculty.

Tighter management and financial constraints have led to more focused programs. Almost all colleges and universities reported that they have a stronger sense of identity and purpose today than they did a decade ago.



**“Colleges and
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Selected Highlights

The Institutional Context:

- Nearly two-thirds of all public institutions receive less state financial support than they did ten years ago.
- Six in ten institutions now have a more diversified financial base.
- Only 40 percent of administrators gave strong ratings to the overall financial condition of their institutions this year, down from 48 percent seven years ago.
- Nearly one-quarter of all public colleges and universities described their financial condition as “fair” or “poor.”
- About 80 percent of institutions increased their enrollment over the last decade. About 40 percent increased their enrollment in 1996.
- Eight in ten institutions collaborate more extensively with other colleges and universities than they did ten years ago. Most also reported greater competition with other institutions, both for students and for funding.

■

“Only 40 percent of administrators gave strong ratings to the overall financial condition of their institutions...”

■

Changes in Programs and Students:

- For half of all institutions, increased attention to teaching and learning ranked among their most significant program changes in the last decade.
- Most institutions more closely evaluate and review their academic programs than they did ten years ago.
- Increased use of technology has become a major focus.
- However, only 29 percent gave strong ratings to their ability to keep up with the latest technological advances.
- About 20 percent of institutions have a smaller faculty today than they did a year ago. Twenty-three percent expect to decrease the size of their faculty over the next five years.
- Both public and independent institutions have about the same tenure proportions today as they had in 1988.
- One-quarter of institutions have full-time faculty positions that are not on the tenure track. Such positions make up about 15 percent of faculty at four-year institutions.
- For most institutions, today’s students include more adult learners, more part-time students, and more ethnic and racial minorities than a decade ago.
- Nearly six in ten institutions reported an increase in the number of students from low-income backgrounds.
- At more than two-thirds of institutions, students now take longer to complete a degree.
- Nearly three-quarters of institutions said that their students are more career-oriented than they were ten years ago.
- Almost all colleges and universities offer unpaid internships; two-thirds offer paid internships.
- Nearly eight in ten colleges and universities enroll a larger number of students who hold jobs while attending school than they did a decade ago.

About the Survey

This report marks the thirteenth year in which the American Council on Education has issued *Campus Trends*, an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

During the spring of 1996, senior administrators at 403 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506 colleges and universities). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction. Appendix B offers further information on the survey.

This report focuses mainly on changes affecting all colleges and universities. Tables in Appendix A show detailed results by type of institution:

- 132 two-year public institutions;
- 92 public comprehensive institutions;
- 77 public doctoral institutions (including doctoral-granting and research universities);
- 67 independent colleges (including liberal arts and comprehensive institutions);
- 35 independent doctoral universities (including doctoral-granting and research universities).

For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous *Campus Trends* surveys.

FINDINGS

I. New Realities for Higher Education

Lower state funding and, consequently, increased competition for students, money, and other resources have forced colleges and universities to reexamine their goals and tighten their operating practices. Recognizing that they can no longer be all things to all people, institutions have directed their resources to projects and programs that are closely tied to their institutional missions.

Setting Priorities, Refocusing Operations

Many colleges and universities reported an increased emphasis on strategic planning and proactive management procedures in response to a changing environment. When asked to list their major changes over the last decade, administrators described efforts to set priorities and to reallocate resources based on their plans, often in response to demands from students, state legislatures, and local business and industry.

Even as these changes are being implemented, institutions also reported more focused operations.

- Eight in ten colleges and universities reported that they have a stronger sense of identity and purpose than they did ten years ago (Table A1, Figure 1).
- Independent colleges (93 percent) and public comprehensive institutions (88 percent) most often expressed this stronger sense of purpose.

Campuses have used various methods for achieving this goal. Many colleges and universities have “rightsized” by cutting back some areas while expanding others, in order to achieve a sustainable set of programs that matches their funding realities. Many now rely on nontraditional sources of revenue to support certain programs.

Many institutions are providing new programs, services, and facilities to attract potential students and donors (Table A1).

- Nearly four in ten colleges and universities reported that institutional growth—increased enrollment, faculty, and/or finances—was among their most significant changes in the last ten years (Figure 2).

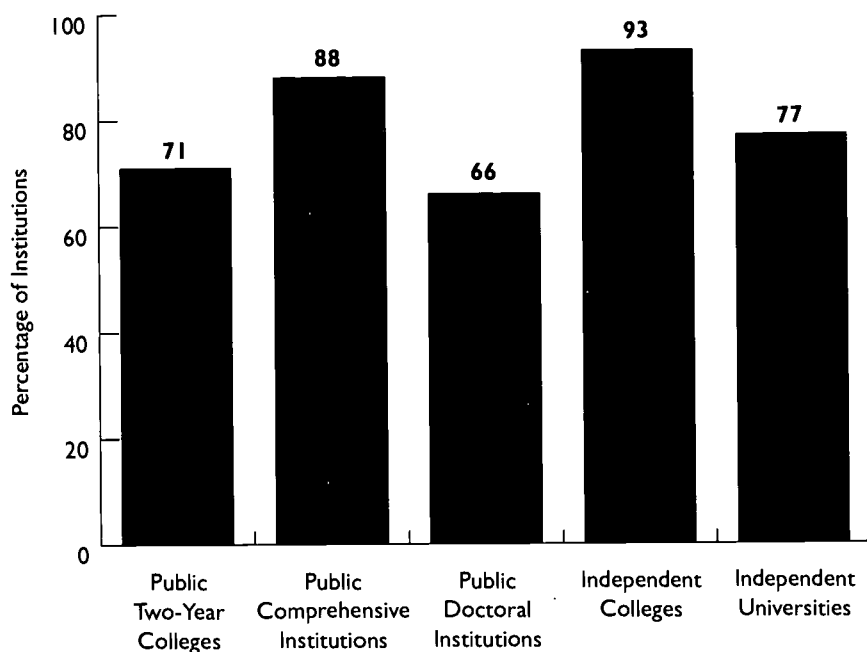
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**“...institutions have
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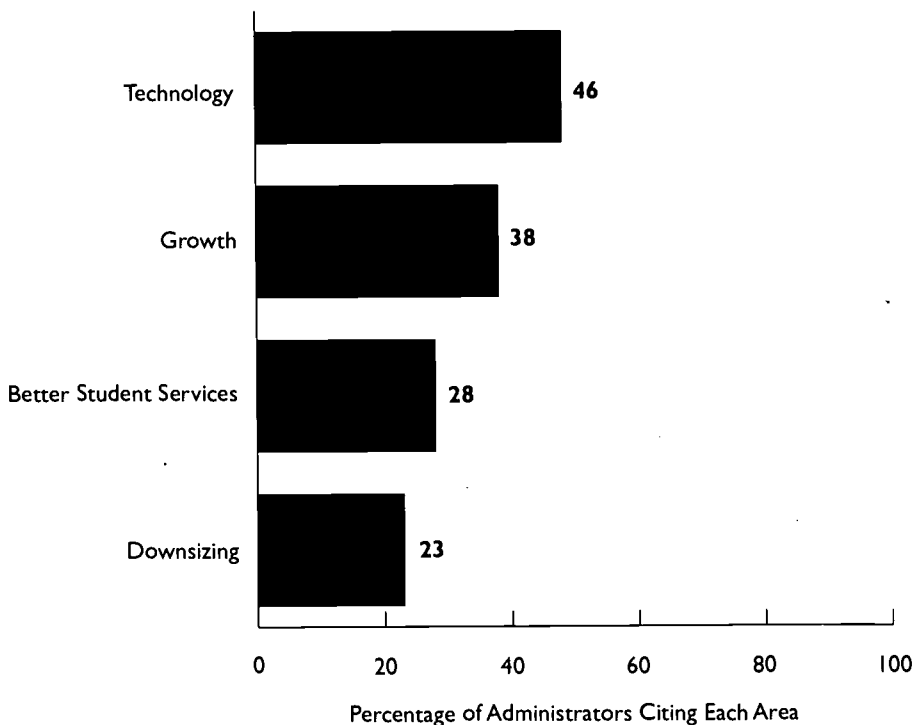
■
 “Eight in ten colleges
 and universities
 reported that they
 have a stronger
 sense of identity
 and purpose...”
 ■

FIGURE 1
Institutions Reporting a Stronger Sense of Identity



Source: Campus Trends 1996, American Council on Education.

FIGURE 2
Significant Institutional Changes Over the Last Ten Years



Source: Campus Trends 1996, American Council on Education.

- Nearly half of all colleges and universities cited their increase in administrative and instructional uses of technology as one of the most significant institutional changes in the last decade.
- Twenty-eight percent of all institutions—and 39 percent of independent institutions—made significant improvements in student facilities and services.
- Two in ten said they greatly improved academic support systems. Many campuses have improved the quality of their campus life (Table A2).
- More than half (56 percent) of all administrators rated the overall quality of campus life at their institution as “excellent” or “very good” in 1996, up from 46 percent in 1989 (*Campus Trends 1989*).
- Independent institutions registered a sizeable gain: 70 percent of administrators gave strong ratings to the quality of campus life this year, up from only 41 percent seven years earlier.

■

**“Many now rely on
nontraditional sources
of revenue to support
certain programs.”**

■

II. College Finances: Tight Budgets, More Diverse Sources

Most institutions had increased operating budgets in the past year (Table A3), continuing a recent trend of modest financial growth that mainly has kept up with inflation (Figure 3). Eight in ten institutions reported budget increases in 1996, up from about two-thirds in 1993 (*Campus Trends 1993*). Both sectors had increased budgets but, for most, increases were under 5 percent, reflecting inflationary change.

- Nearly all independent institutions (88 percent) increased their operating budgets in the past year. However, only one-third had increases of more than 5 percent.
- Three-quarters of all public colleges and universities reported a budget increase. About one-fifth had an increase of more than 5 percent.

■

“Most institutions had increased operating budgets...modest financial growth that mainly has kept up with inflation.”

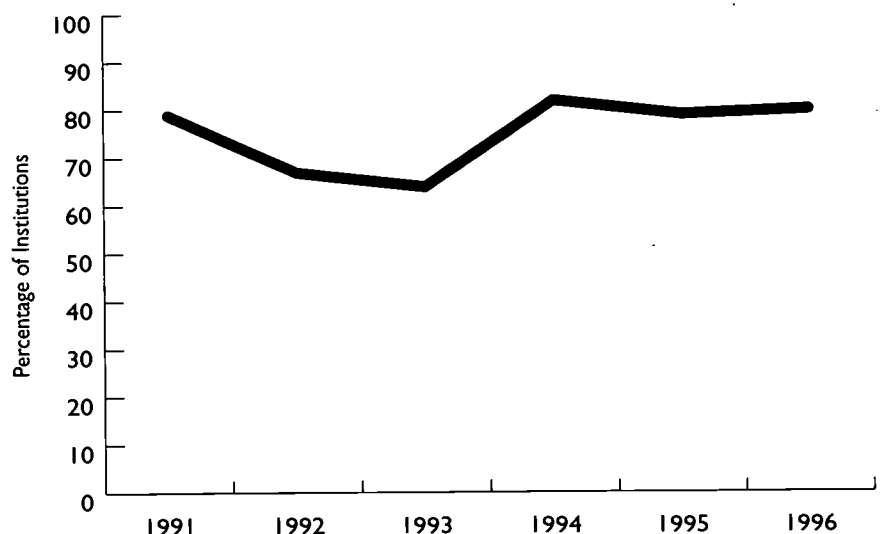
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Changing Sources of Income

Nearly two-thirds of all public colleges and universities receive less state financial support than they did ten years ago (Table A1). Recent figures from the State Higher Education Executive Officers (SHEEO) show that the climate is improving somewhat: The amount of money appropriated to colleges and universities by state governments increased for the third straight year in 1995–96, although at rates only slightly higher than inflation (Hines, 1996).

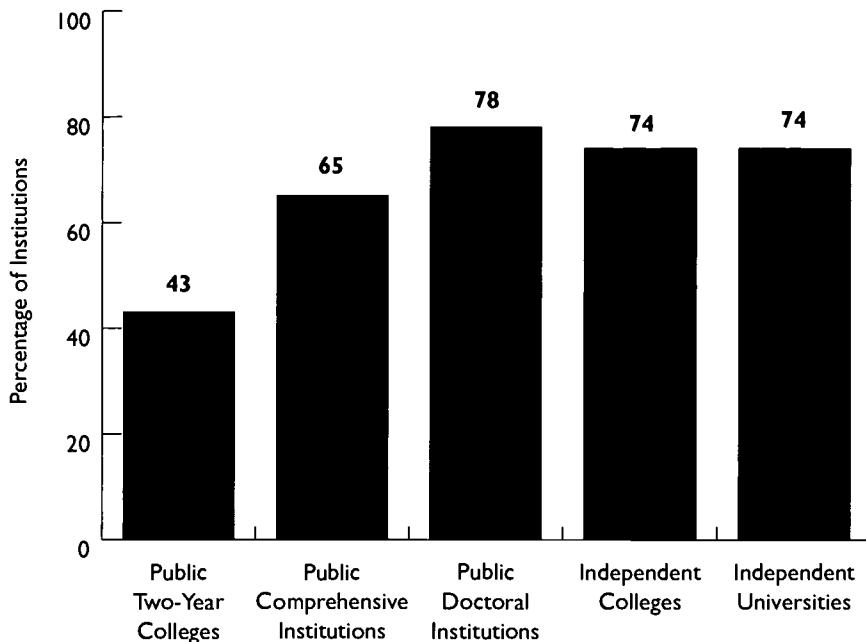
Despite these recent increases, colleges and universities are relying less on state funds—and more on private sources of revenue—to support their needs (Figure 4).

FIGURE 3
Institutions Reporting an Increase in the Overall Budget



Source: Campus Trends 1991–1996, American Council on Education.

FIGURE 4
Institutions Reporting a More Diversified Financial Base



Source: Campus Trends 1996, American Council on Education.

■
“Six in ten institutions
have a more diversified
financial base...”
■

- Six in ten institutions have a more diversified financial base than they did ten years ago (Table A1).
- Nearly three-quarters of independent institutions now receive funding from more diverse sources. Similarly, 52 percent of all public institutions report more diverse funding.
- Almost 80 percent of public research and doctoral universities—but only 43 percent of all community colleges—reported a more diversified funding base.

Continued Financial Constraints

Despite recent budget increases, financial difficulties remain.

- Only 40 percent of administrators rated the overall financial condition of their institution as “excellent” or “very good” (Table A2), down from 48 percent in 1989 (*Campus Trends 1989*).
- Nearly one-quarter of all public colleges and universities described their financial condition as “fair” or “poor.”

Fifteen percent of administrators cited greater financial constraints as one of the most significant institutional changes of the last ten years (Table A1). Their comments included reference to a “tightening of the fiscal picture due to reduced state funding” and “greater competition for funding.”

Sector differences are striking. More than eight in ten independent institutions—but only one-quarter of all public colleges and universities—reported that they have a more stable financial base than they did a decade ago (Table A1).

III. Pressures on Institutional Resources

Colleges and universities increasingly have tied expenditures to strategic plans. Several areas—electronic technology, faculty salaries, and student aid—are taking up a larger share of budgets than they did a decade ago. Other areas such as physical plant, equipment, and libraries have seen fewer gains (Table A4).

Increased Emphasis on Technology

For nearly all colleges and universities, electronic infrastructure and computing operations now take up more of the budget than they did ten years ago (Figure 5). Most find that keeping up with the pace of change is difficult (Table A2).

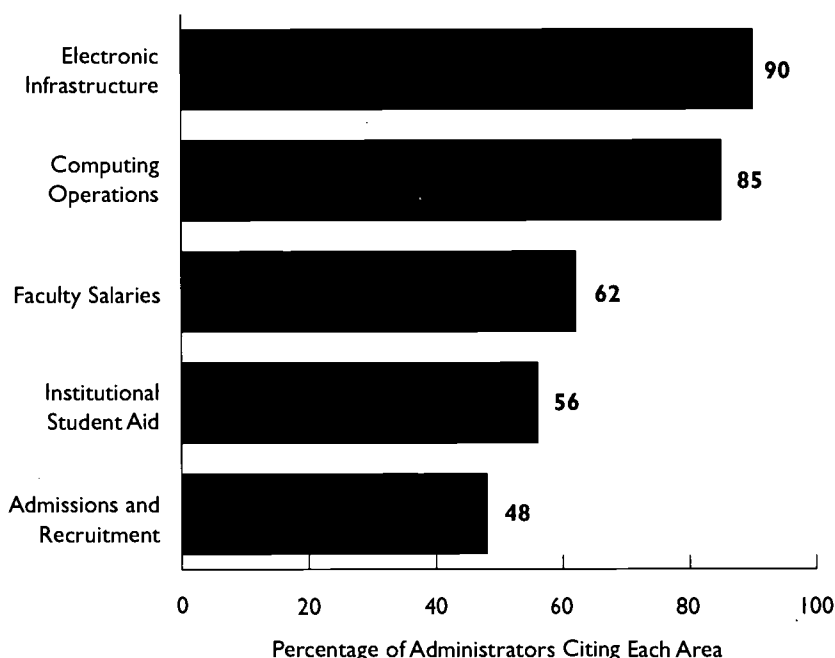
- Just under half of all administrators (45 percent) gave strong ratings to their institution's electronic support for academic programs. One-quarter rated this area as "fair" or "poor."
- Forty percent gave strong ratings to their institution's electronic support for administrative purposes.
- Only 29 percent gave strong ratings to their institution's ability to keep up with the latest technological advances.
- More than one-third (36 percent) gave their institutions "fair" or "poor" ratings on their ability to keep up with changes in technology.

■

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■

FIGURE 5
Major Areas Receiving an Increased Share of Spending



Source: Campus Trends 1996, American Council on Education.

Infrastructure Needs and Expenditures

Constrained financial circumstances have put greater pressure on campus spending for infrastructure needs such as buildings, teaching and research equipment, and libraries.

- Relatively few reported that physical plant operations (29 percent), books and periodicals (34 percent), and instructional and research equipment (35 percent) take up more of their budget than they did a decade ago (Table A4).
- Only 31 percent of colleges and universities gave strong ratings to the adequacy of their physical plant for current needs (Table A2). This is down from 42 percent in 1995.
- Similarly, only one-third gave strong ratings to their library resources and to the equipment needed for support of teaching.

Competition and Collaboration

Colleges and universities today have multiple and diverse relationships with other organizations in the community. Almost all are part of collaborative arrangements with nearby schools and school districts and work more closely with them than they did a decade ago (Table A1). Most have formal ties with business and industry, and many are involved in partnerships to support state or regional economic development (Table A5). Three-quarters receive more support from business than they did a decade ago (Table A1).

Linkages with other colleges, community colleges, and universities are also common. Eight in ten institutions collaborate more extensively with other institutions today than they did ten years ago, both to hold down costs and to support new, needed initiatives (Table A1).

Financial pressures have also increased the competition among institutions (Table A6).

- Two-thirds of institutions reported that competition for high-ability students is greater today than it was ten years ago.
- Two-thirds also reported increased competition for funding support from corporations and foundations.
- About half reported increased competition for financial support from state tax funds.

Figure 6 offers further evidence that competitive pressures have increased. The percentage citing increased competition in all three areas—competition for students, for state funds, and for corporate or foundation support—is higher today than it was in 1987 (*Campus Trends 1987*).

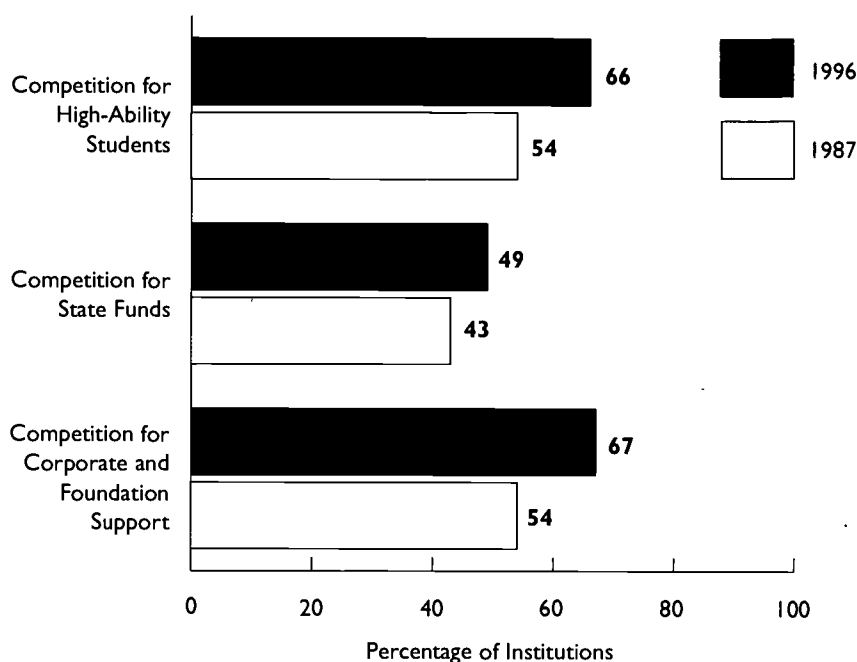
Competition is also strong in program offerings for adult learners and in distance learning (Table A6).

- About half of all institutions, especially community colleges and independent colleges, cited increased competition for adult learners.
- Six in ten institutions cited increased competition involving distance learning. Community colleges and public comprehensive institutions most often gave this response.

**“Eight in ten
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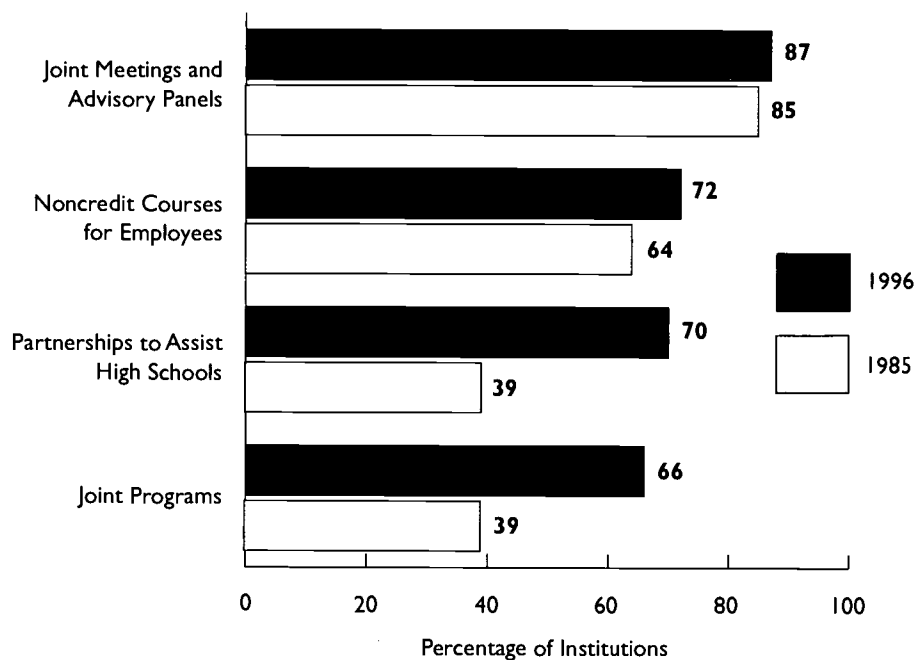
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**“Financial pressures
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 institutions.”**
 ■

FIGURE 6
**Institutions Reporting Increased Competition Between
 the Public and Independent Sectors**



Source: Campus Trends 1987, 1996, American Council on Education.

FIGURE 7
Ties with Business and Industry



Source: Campus Trends 1985, 1996, American Council on Education.

Ties with Business and Industry

Collaboration between higher education and business has increased over the last decade. Such linkages take several forms (Table A5):

- Most institutions (87 percent) have business advisory panels or joint meetings.
- More than seven in ten offer both credit and noncredit courses for business employees.
- Equipment donations or loans, or equipment sharing, were reported by seven in ten institutions.
- Nearly eight in ten public institutions are in partnerships with business to foster state and/or regional development.
- Seventy percent of colleges and universities are partners with business to assist high schools.

This focus on collaboration to assist high schools marks a major change; only 39 percent of institutions had such activities a decade ago (Figure 7). Community colleges have taken the lead in this regard, with 85 percent reporting such involvement.

■

“Nearly eight in ten public institutions are in partnerships with business to foster state and/or regional development.”

■

IV. Shifts in the Role and Composition of Faculty

The past decade has seen significant changes affecting college faculty. Cumulative retirements, along with increased use of part-time and non-tenure-based appointments, have given colleges and universities greater flexibility in staffing, while maintaining stable tenure proportions.

Another major trend shows both policy and practice shifting to give greater priority to good teaching. There is now greater scrutiny of teaching performance and greater attention paid to the effectiveness of academic programs.

■

**“...increased attention
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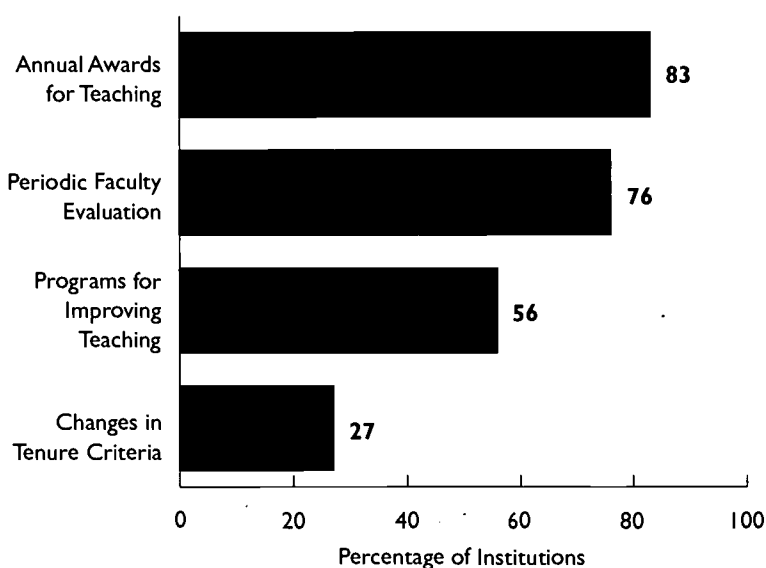
Good Teaching Is More Important

Colleges and universities today give much higher priority to teaching effectiveness than they did ten years ago. This represents a major change in emphasis for higher education; a decade ago, priorities were directed to research and other professional activities. For half of all institutions, increased attention to teaching and learning ranked among their most significant program changes in the last decade (Table A14).

Several strategies reflect a changing reward system: making annual awards for good teaching, offering programs to improve teaching, and giving teaching more importance among the criteria for evaluating faculty (Figure 8, Table A7).

- Nearly all institutions (83 percent) now give awards each year for outstanding teaching. Back in 1987, only half did so (*Campus Trends 1987*).
- Most colleges and universities (76 percent) regularly evaluate the performance of their tenured faculty.

FIGURE 8
Actions to Strengthen Good Teaching



Source: Campus Trends 1996, American Council on Education.

- Most institutions (56 percent) have formal programs to foster teaching improvement.
- Nearly three in ten recently changed their criteria for tenure or promotion to give greater importance to good teaching. About four in ten research and doctoral universities have done so.

As *Campus Trends 1995* documented, other policy changes complement these actions: One-third of campuses have increased the importance of good teaching by changing their faculty hiring and evaluation policies.

A More Diverse Faculty

The composition of faculty has also changed over the last decade, a result of both demographic shifts and institutional policy decisions. Today's faculty hold a greater variety of appointments—full- and part-time, tenured and nontenured. Retirements during the decade have kept the age profile of faculty from further “graying.” New hiring has allowed campuses to increase their appointments of women and minority faculty.

- Nearly half of all institutions (47 percent) make extensive use of part-time faculty, i.e., for more than one-fourth of their courses (Table A8).
- Nearly three-quarters of community colleges, but only one in ten public doctoral universities, make extensive use of part-time faculty.
- One-quarter of institutions have full-time faculty positions that are not on the tenure track (Table A7). Non-tenured positions now make up about 15 percent of faculty at four-year institutions (Table A8).
- Retirements among senior faculty, sometimes spurred by early retirement offers, had an impact during the last decade. One-third of all institutions offered early retirement in the last year, down from the 50 percent that reported such incentives a few years ago (*Campus Trends 1993*).
- Two in ten institutions reported that the number of faculty who are 65 and older had increased; one in ten had increases in faculty who are 70 and older (Table A9). These increases were most often reported by research and doctoral universities. Most institutions, however, reported no change in the number of faculty in these age groups.

The percentage of faculty who hold tenure has, in fact, held steady over the last decade (Figure 9).

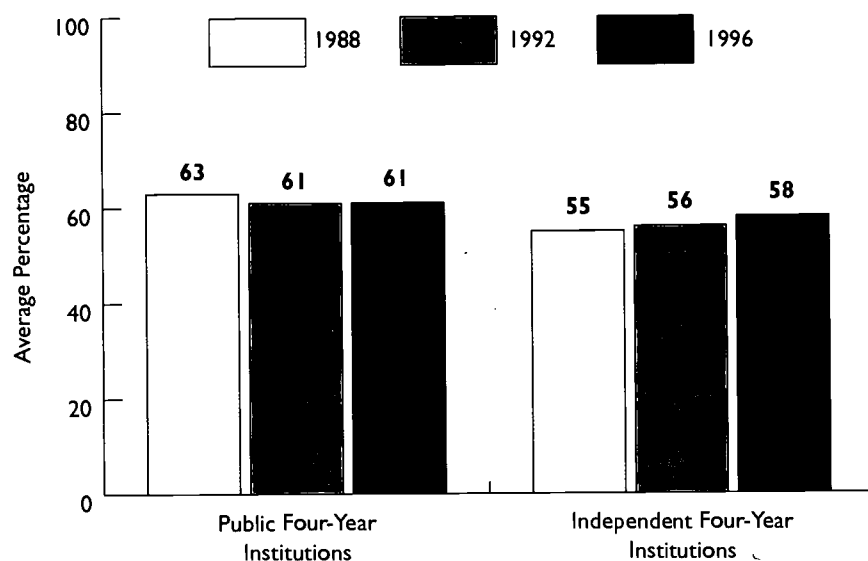
- Four-year institutions reported that, on average, 59 percent of their faculty held tenure (Table A8).
- Both public and independent institutions have about the same tenure proportions today as they had in 1988.
- Nearly half of all institutions reported no change in their percentage of tenured faculty during the last year. Sixteen percent of public institutions reported a decline in their percentage of tenured faculty (Table A9).

Another study, conducted by the U.S. Department of Education, reported that 53 percent of full-time faculty held tenure in 1993; taking into account both full-time and part-time faculty, only 36 percent of all faculty held tenure, according to that study (National Education Association, 1996).

“Today’s faculty hold a greater variety of appointments—full- and part-time, tenured and nontenured.”

■
**“Enrollment growth
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 ■

FIGURE 9
**Faculty with Tenure: 1988, 1992, and 1996
 (Percentage at Four-Year Institutions)**



Source: Campus Trends 1988, 1992, 1996, American Council on Education.

Colleges and universities that have tenure systems are not trying to abolish these systems (Table A7). Only 5 percent were considering this action.

Some institutions, mainly doctoral universities, have taken steps to ease the pressures on their new, pre-tenure faculty (Table A7). Among doctoral universities, more than half have policies to reduce the teaching load for junior faculty; nearly half allow a flexible schedule for coming up to the tenure review and have a special fund to support research by junior faculty. In contrast, only about 20 percent of comprehensive universities and colleges currently provide such options (Table A7).

Some New Hiring Has Occurred

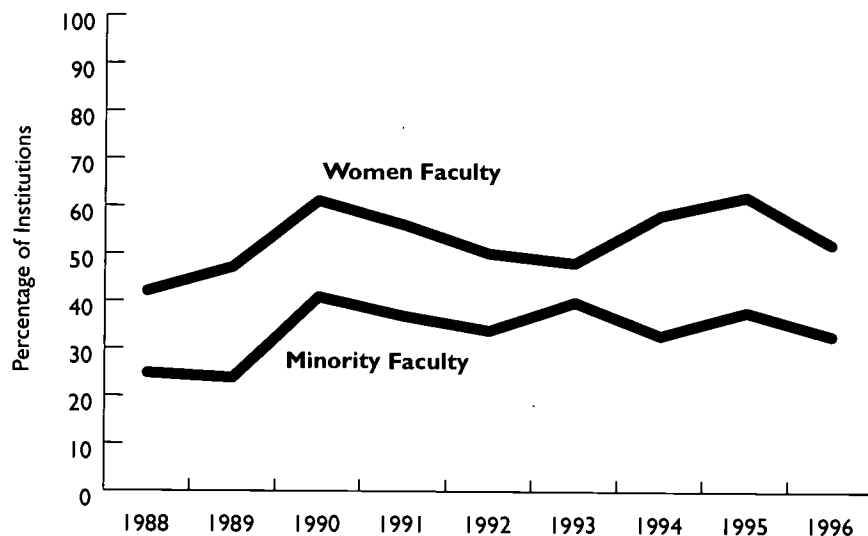
Enrollment growth and program change, along with retirements, have resulted in some increased hiring of new faculty. Hiring has involved part-time and short-term appointments, along with some hiring for long-term positions.

There has been increased hiring of both women and minority faculty. According to ACE's *Fourteenth Annual Status Report on Minorities in Higher Education* (Carter and Wilson, 1996), the number of full-time minority faculty increased by 44 percent between 1983 and 1993.

In this year's *Campus Trends* report, half of all campuses reported net gains in women faculty, and one-third reported net gains in minority faculty (Table A9). This continues a pattern reported in previous *Campus Trends* surveys, suggesting a continuing plateau effect (Figure 10). It should be noted that the surveys did not indicate the extent of gain. For most campuses, representation of minority faculty continues to be very low. Retention rates for newly hired minority and women faculty deserve attention.

Currently, academic institutions seem to be taking a cautious approach to faculty hiring (Table A9).

FIGURE 10
Net Gains in Minority and Women Faculty



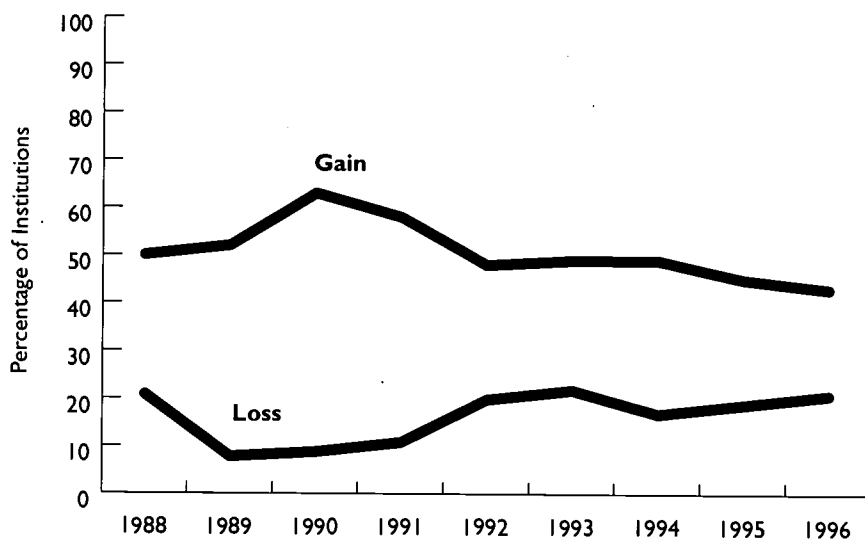
Source: Campus Trends 1988–1996, American Council on Education.

■

“...half of all campuses reported net gains in women faculty, and one-third reported net gains in minority faculty.”

■

FIGURE 11
Institutions Reporting a Net Gain or Loss in Full-time Faculty



Source: Campus Trends 1988–1996, American Council on Education.

- Fewer than half increased their ranks of full-time faculty in the last year.
- About two in ten institutions had a net loss in full-time faculty. Among doctoral institutions, three in ten had a net reduction in faculty numbers.
- As Figure 11 suggests, hiring levels may be slightly below those of the 1980s, when more than half of institutions reported net annual increases in faculty.

- About one-quarter of institutions expect to decrease the size of their faculty over the next five years (Table A8). Thirty percent of doctoral universities had this expectation.

Most institutions (65 percent) rated their situation quite well in terms of attracting and holding faculty (Table A2). In the mid-1980s, somewhat fewer described themselves in this way.

V. Students: Affordability Pressures

Despite rising tuition costs and relative stability in the number of 18- to 24-year-olds, most colleges and universities increased their enrollments over the last decade (Table A11). Today's students come from a greater variety of backgrounds and circumstances than ever before. Students are more concerned about their finances and their employment prospects.

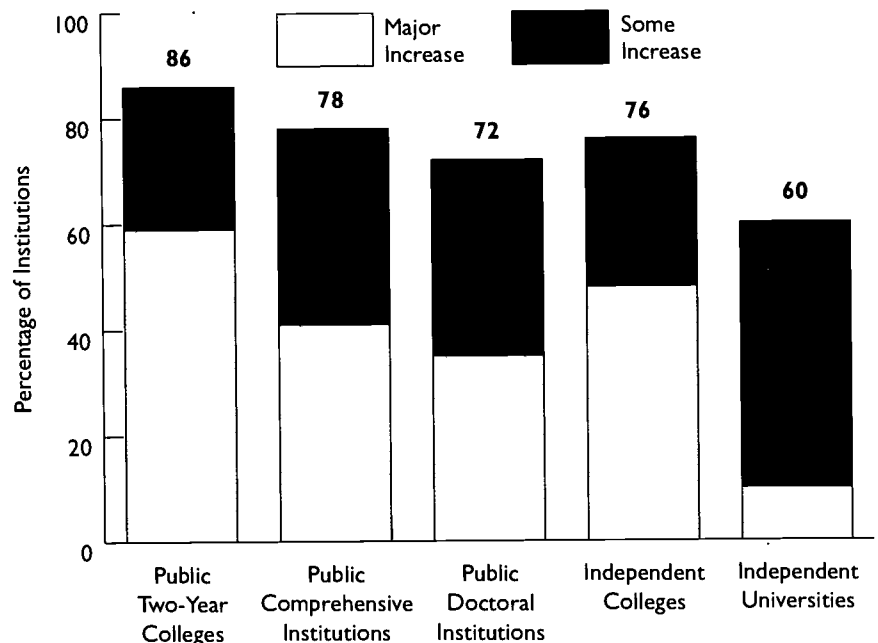
“...most colleges and universities increased their enrollments over the last decade.”

Overall Enrollment Growth

Since 1985–86, nearly eight in ten colleges and universities increased their overall (headcount) enrollment. Public institutions—particularly community colleges—led this growth (Figure 12).

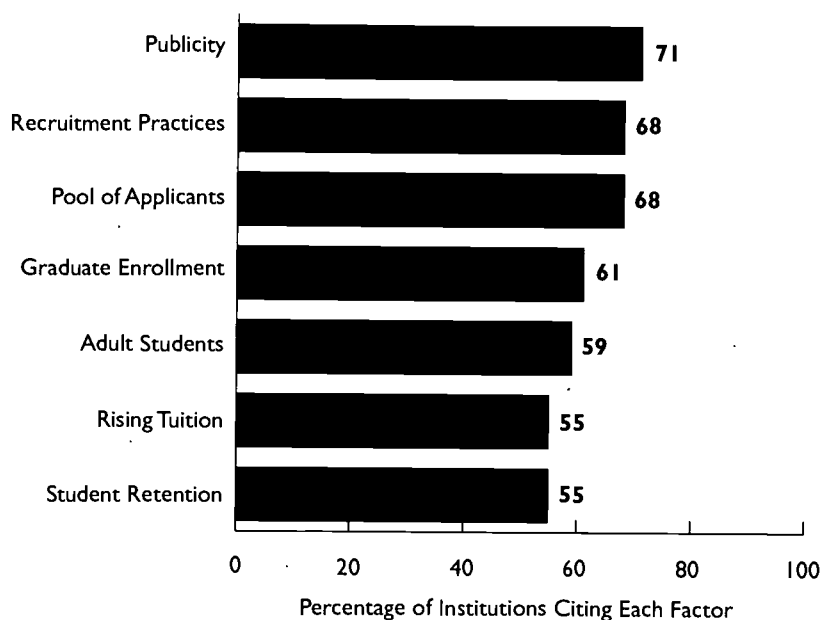
- Most community colleges (86 percent) increased enrollment during the last decade. Nearly 60 percent reported major enrollment gains.

FIGURE 12
Enrollment Growth Since 1985-86



Source: Campus Trends 1996, American Council on Education.

FIGURE 13
Major Factors Affecting Enrollment



Source: Campus Trends 1996, American Council on Education.

“Many institutions have maintained or increased their enrollment... by taking deliberate actions to attract students.”

- About three-quarters of all public four-year colleges and universities experienced enrollment growth.
- Nearly half of all independent colleges reported major increases in headcount enrollment. Among independent universities, more than one-third experienced enrollment decreases.

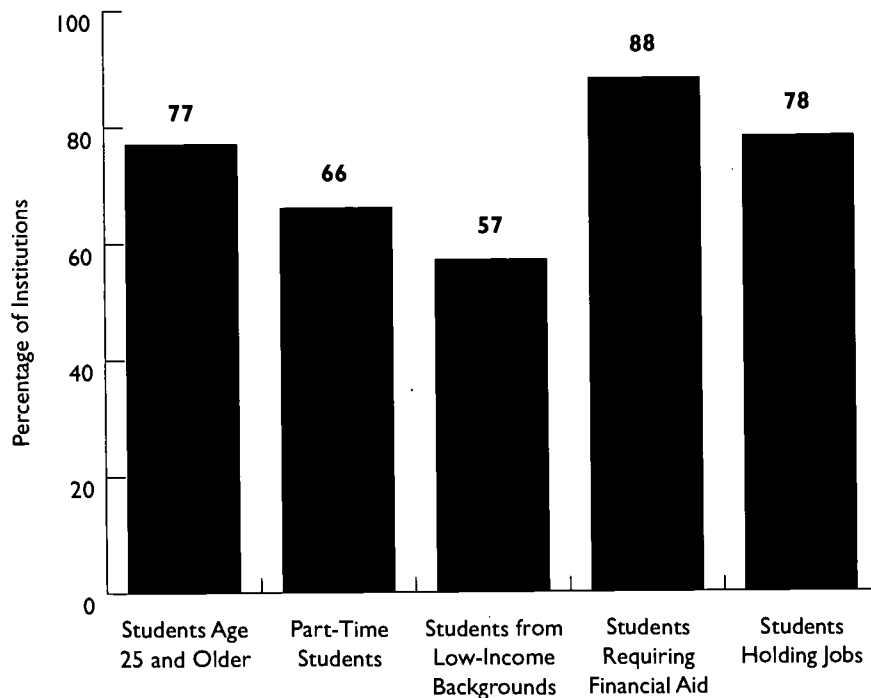
Reasons for Increased Enrollments

Many institutions have maintained or increased their enrollment in today's competitive marketplace by taking deliberate actions to attract students (Figure 13). For example, nearly two-thirds of all independent colleges and universities, and 39 percent of public institutions, now devote a larger share of their budgets to admissions and recruitment (Table A4).

- Institutions reporting enrollment increases were more likely than those with declining enrollments to attribute their enrollment pattern to their recruitment practices and to changes they made in the curriculum and in student services (Table A13).
- In contrast, colleges and universities with decreased enrollment were more likely to cite outside factors—the pool of potential applicants, rising tuition and fees, and budgetary constraints—as major factors affecting their enrollment.
- About two-thirds of institutions—those with increases as well as those with decreases in enrollment—said that publicity about their institution made a difference.

■
 Today's student
 population...reflects
 a greater variety of
 racial/ethnic, socio-
 economic, and
 academic
 backgrounds.
 ■

FIGURE 14
 Changes in Enrollment Since 1985-86
 (Percentage of Institutions Reporting an Increase)



Source: Campus Trends 1996, American Council on Education.

Diversity of Students

An increasing number of working adults are turning to postsecondary education for further career training. Today's student population also reflects a greater variety of racial/ethnic, socioeconomic, and academic backgrounds (Figure 14).

- Most colleges and universities (77 percent) increased their enrollment of students age 25 and older during the last decade (Table A11). Two-thirds increased their part-time enrollment.
- Most (77 percent) said their students reflect more racial/ethnic diversity today than they did ten years ago. About one-third cited this diversity as one of the greatest changes affecting students during the last decade (Table A10).
- Nearly six in ten institutions reported increases in the number of students from low-income backgrounds. (Table A11).
- More than half of all community colleges and almost three in ten public comprehensive institutions described the preparation levels of entering students as "fair" or "poor" in 1996 (Table A2).

Cost Concerns

More than half of all institutions (55 percent) judged that increased college expenses ranked among the most significant changes affecting students in the last decade (Table A10).

- Nearly all colleges and universities (88 percent) said that an increased number of students require financial aid (Table A11).
- For more than half of all institutions—and for 82 percent of all independent colleges and universities—institutionally funded student aid now takes up a larger share of the budget than it did ten years ago (Table A4).
- Only about one-third rated the adequacy of financial aid at their institution as “excellent” or “very good” in 1996 (Table A2). One-quarter of all colleges and universities rated the adequacy of student aid as “fair” or “poor.”

Growth in Working Students

An increasing number of students are turning to employment as a way to help cover college costs (Figure 14).

- Most colleges and universities (78 percent) enroll a larger number of students who hold jobs while attending school than they did ten years ago (Table A11).
- In fact, 16 percent said the need for students to work has been one of the most significant changes at their institution in the last decade (Table A10).

Several administrators cited the need for students to hold jobs while attending school, as well as an increased number of students with family and other responsibilities, among the reasons today’s students take longer to complete their degrees.

- More than two-thirds of all colleges and universities, including 78 percent of community colleges and 72 percent of public comprehensive institutions, reported that students take longer to graduate than they did ten years ago.
- At independent research and doctoral universities, 39 percent said their students are taking longer to complete their studies. Independent universities also were least likely to report increased levels of students holding jobs.

Administrators also reported increased concerns about the job market among their students (Table A10).

- Nearly three-quarters of all institutions said their students are more career-oriented than they were ten years ago.
- Nearly half reported that students now have greater difficulty finding good employment after college.

According to *The American Freshman: National Norms for Fall 1995* (Sax et al., 1995), members of this year’s freshman class cited getting a better job and making more money as two of their top reasons for attending college.

■

**“One-quarter of
all colleges and
universities rated
the adequacy of
student aid as
‘fair’ or ‘poor’.”**

■

VI. Updated Programs, Attention to Good Teaching

More than half of administrators (53 percent) cited new program directions among the most significant academic changes of the last ten years (Figure 15). Four changes are especially widespread (Table A14):

- Using computers in academic programs;
- Giving greater attention to teaching and learning;
- Updating and reorganizing programs; and
- Holding programs more accountable.

At nearly all institutions, academic programs have faced greater accountability, both to improve financial efficiency and to increase successful outcomes for students. Nearly all conduct more extensive evaluation and review of their academic programs than they did ten years ago (Table A14).

■

“Nearly all conduct more extensive evaluation and review of their academic programs than they did ten years ago.”

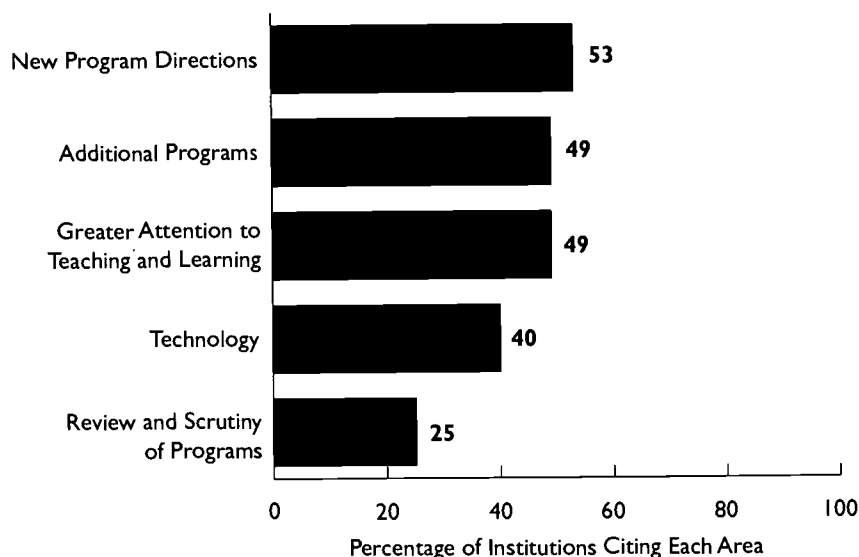
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Updating the Curriculum

The last decade saw a wide array of curricular redirection (Table A15). As Figure 16 shows, nine different changes were reported by at least 70 percent of all colleges and universities. Changes are diverse, ranging from increased coherence in general education to more internships and greater flexibility for adult learners. Three general themes can be noted:

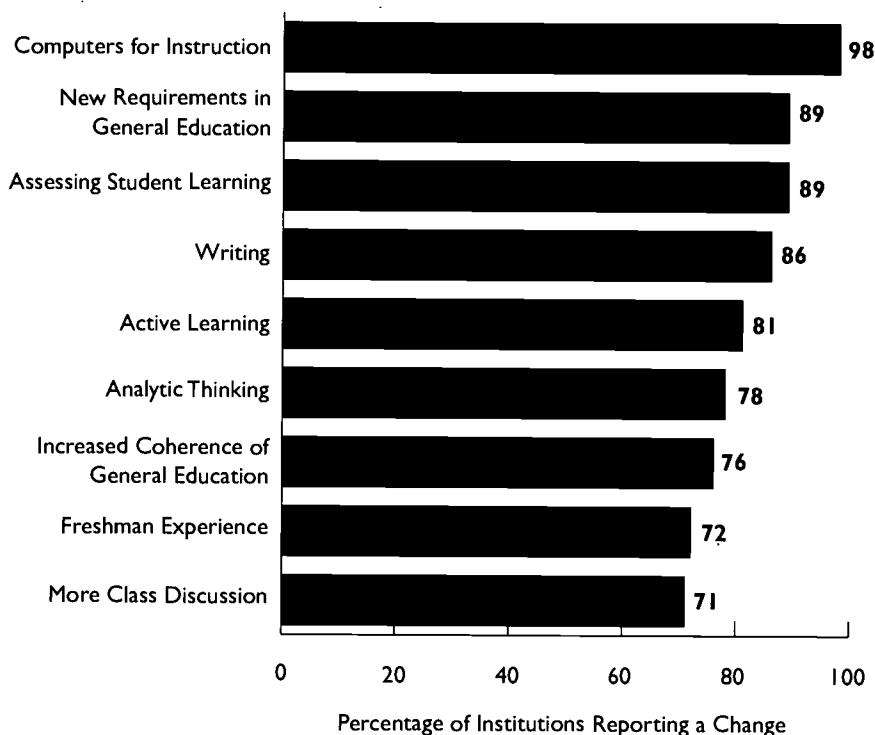
- **Strengthening the meaning and value of the degree.** Colleges have given greater emphasis to writing and to analytical thinking skills; have introduced new general education requirements or increased the coherence of existing ones; and offer more “active” learning. New procedures to assess student progress and learning, cited by 89 percent of institutions, also further this objective.

FIGURE 15
Major Areas of Program Change



Source: Campus Trends 1996, American Council on Education.

FIGURE 16
Curriculum Changes Over the Last Ten Years



Source: Campus Trends 1996, American Council on Education.

■

**“Half of all
institutions...offer
courses by interactive
television or by other
electronic means.”**

■

■ **Linking college study and the employment world.** Offering internships and community service opportunities are examples, as are efforts to allow greater flexibility for adult learners. Program redirection within departments has also improved employability options for students.

■ **Using computing for academic purposes.** This was the most widespread curricular change, cited by 98 percent of administrators (Table A15). In fact, two-thirds described efforts to computerize instruction as a “major” change, the only area so described. Changes are still taking shape with respect to academic uses of computer technology.

■ Half of all institutions—and 72 percent of public institutions—offer courses by interactive television or by other electronic means (Table A15).

■ One-quarter have taken steps to offer courses using the Internet. A national survey of computer uses (*Campus Computing 1995*) also documents dramatic growth in the last year in instructional uses of computing (Green, 1996).

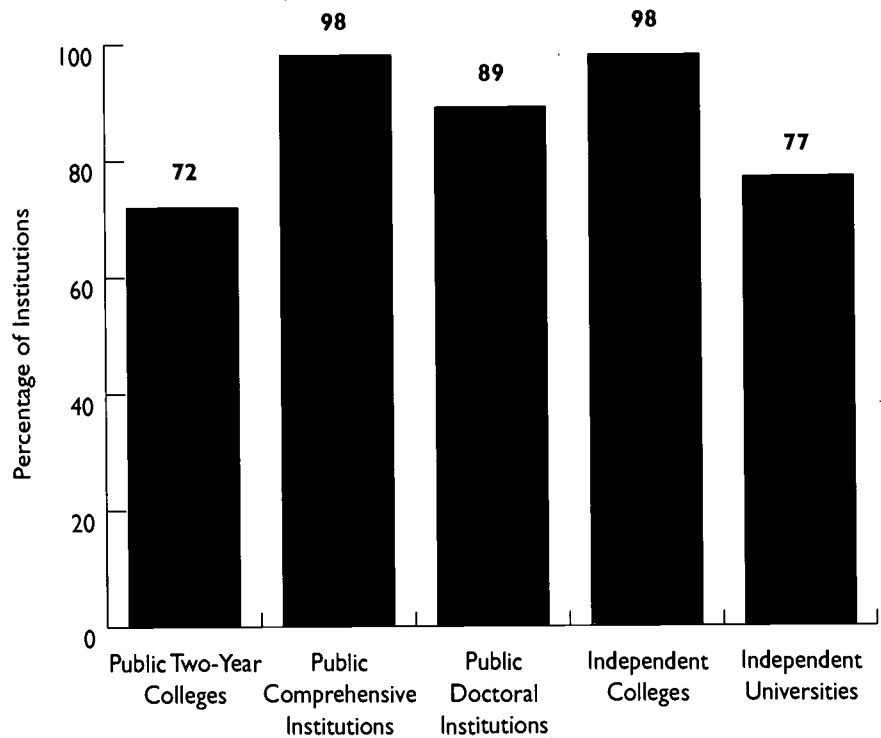
Other changes reflect different institutional priorities and choices. Community colleges are distinctive, for example, in that 83 percent have expanded their offering of noncredit courses over the last decade. Larger universities, both public and independent, are distinctive in offering more opportunities for undergraduate students to participate in research (Table A15).

■

“The specific components of core requirements have been revised over the last decade.”

■

FIGURE 17
Core Requirements in General Education for All Students



Source: Campus Trends 1996, American Council on Education.

Core Requirements Continue

Nearly all colleges and universities require students to complete a “core” amount of coursework in general education (Figure 17, Table A16). Some institutions require all degree students to complete a set of courses that offer a common educational foundation; others identify core areas to be covered, allowing students to select courses within each area.

The specific components of core requirements have been revised over the last decade. Interdisciplinary or thematic approaches are common, for example, to combine historical, economic, and philosophical topics. Sometimes core courses adopt a multicultural perspective, or stress critical thinking, or focus on problems facing society (*Campus Trends* 1992).

A Growing Role for Internships

Nearly all colleges and universities offer internships for their students, i.e., some form of structured opportunity for employment in a setting relevant to the student’s degree program or career interests (Table A17).

- More than nine in ten offer unpaid internships.
- Two-thirds offer paid internships, usually available only in certain fields.

- About half of all institutions (57 percent) offer cooperative education programs, which organize paid work periods in a sequential pattern linked to coursework.

Notably, about three in ten institutions (including half of community colleges) collaborate with high schools in their paid work and learning programs.

Among the institutions that have evaluated the impact of their paid, work-based learning programs, three benefits for students were cited by 60 percent or more (Table A17): academic gains; job placement assistance; and financial help. Benefits for institutions were also reported, including the opportunity to build partnerships with business (cited by 62 percent), gains in student retention (cited by 54 percent), enhanced alumni relations (50 percent), and course improvement (48 percent). A recent survey of college presidents identified similar institutional and student benefits derived from cooperative education programs (National Commission for Cooperative Education, 1996).

■

**“...three benefits for
students were cited:
...academic gains; job
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and financial help.”**

■

CONCLUSION & DISCUSSION

The last decade has posed serious challenges to both the financing of higher education and the ability of colleges and universities to serve changing client needs. This report suggests that, during this decade, American higher education has directed major attention to the vital tasks of adapting to changed circumstances.

In their review of this study's findings, members of the Campus Trends Advisory Committee identified the following as significant themes underlying the changes of the last decade:

- ***New attention to teaching and learning***

Colleges and universities today are giving serious attention to student learning, especially to undergraduate learning. Effective teaching is more important. In the Committee's view, this new attention to teaching and learning represents a major shift, a different era in terms of campus priorities, one that will have lasting effects.

- ***Aligning programs with priorities***

A constrained financial climate combined with expanding student needs has forced campus leaders to make hard decisions. They can only support solid, sustainable programs that are consistent with funding prospects and long-term priorities. Committee members stressed that this marks a major change in perspective for higher education; academic institutions can no longer attempt to be all things to all people; many worthy educational endeavors will have to be set aside.

- ***Active external roles***

Many colleges and universities today play a much more active role in their community and region. Compared to a decade ago, they are

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“...academic
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■

■

**“Several trends...
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■

more involved with high schools and school districts, and are working more closely with business and with economic development initiatives. Many are developing collaborative agreements with other academic institutions, especially in areas relying on electronic technology. This outward perspective sometimes has been driven by economic necessity—by pressures for efficiency, by legislative demands, or as the only way to accomplish certain objectives. Committee members also spoke of a broadened sense of public responsibility that campus leaders feel today, and of the significant educational value being achieved through many of these new external relationships.

Committee members also identified several areas of concern among the study's findings:

■ ***Affordability pressures facing students***

Several trends documented by this year's study seem to intersect, putting a greater burden on students. Compared to ten years ago, students pay a larger share of actual college costs. To help meet these costs, more students are working, and for longer hours. The fact that so many students must juggle study and work obligations is having many effects on their academic study, with one symptom being a pattern of delayed completion of studies. At the same time, colleges and universities are enrolling an increased number of students from low-income backgrounds, students who may be especially disadvantaged by needing to work during the school year and having limited time for their studies.

■ ***An emerging computer age for instruction***

Integrating computers into collegiate instruction is getting major attention today. Classrooms are being refitted, software-designed courses are emerging, and distance learning via electronic technology is under development in many different settings. The pace of change is rapid, and most colleges and universities are finding it a daunting task to try to keep up with new opportunities. The challenge ahead, it seems, is that computer-based instruction will increasingly be a necessity—not a luxury—posing serious problems of funding and capacity-building for all colleges and universities, whatever their current resources.

■ ***Competition between institutions***

In the constrained financial environment of the 1990s, colleges and universities have found that competitive pressures have increased, both for students and for funding. Committee members noted that competition is not simply between public and independent institutions. Other dimensions that affect an institution's competitive strengths cut across sectors and types, including the degree of its dependence on a single source of funding, the extent to which the

institution is already resource-constrained or the extent to which it has the ability to attract new resources. Campuses also differ in their ability to guide their own development. In the near future, resource gaps among institutions may grow or become more evident. Differences in campus ability to support a strong technology presence may, for example, introduce new divisive pressures.

These concerns were echoed in a recent Special Section of *The Chronicle of Higher Education*, "The Widening Gap in Higher Education" (*Chronicle*, June 14, 1996). Through articles focusing on students, faculty, and institutions, this section examined the growing division between the "haves" and the "have-nots" in higher education.

This year's *Campus Trends* study noted institutions' efforts to respond to changes in the world. In brief, the mid-1990s are different times. The last decade has brought significant change to higher education. Most academic institutions are adapting to their new circumstances and, rather than waiting for things to return to "normal," are actively working to find their niche in a changed environment.

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APPENDIX A TABLES

TABLE A1
Institutional Changes Over the Last Ten Years (Percentage of Institutions)

		Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
A. MOST SIGNIFICANT CHANGES								
Percentage of institutions that cited each area of change:								
Growth	38	35	37	32	29	43	47	4
Downsizing/retrenchment	23	33	34	27	41	5	4	19
Improved student facilities/services	28	21	19	24	29	39	39	46
Improved academic support	20	19	21	12	19	23	24	15
Faculty workload	13	16	18	13	7	9	7	39
Faculty aging/retirements	6	7	8	6	3	4	4	7
Experience with technology	46	49	54	44	29	40	42	19
Increased accountability/regulation	7	10	6	15	20	2	1	4
Greater financial constraints	15	17	18	18	11	10	10	12
More diverse funding sources	14	13	9	17	26	16	17	12
Physical plant aging/deteriorating	2	1	1	3	3	2	2	0
Physical plant renovation/construction	19	19	17	26	13	18	17	30
Better management/planning	19	18	13	29	23	20	19	26
New administration/leadership	16	13	12	14	15	23	23	22
Increased reputation/visibility	11	7	6	10	5	19	19	19
All other	23	22	27	10	26	24	24	27
B. SPECIFIC CHANGES								
Percentage of institutions that:								
work more closely with schools, school districts	90	94	95	91	91	84	86	68
collaborate more extensively with other institutions	84	88	88	90	82	77	78	65
receive more support from businesses in the area	72	78	82	72	73	60	60	53
have less support from the legislature, state agencies	58	63	60	67	72	47	48	46
have a stronger sense of identity and purpose	81	75	71	88	66	92	93	77
have a more stable financial base	47	26	25	28	27	82	83	65
have a more diversified financial base	60	52	43	65	78	74	74	74
receive less state financial support	57	64	62	69	63	44	43	55
have a smaller faculty	19	21	19	24	27	14	13	25
have greater morale problems among faculty	30	35	35	30	50	23	22	28

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A2
Ratings of Institutional Status (Percentage of Institutions)*

		Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
All Institutions								
Percentage defining their own institution as "Excellent" or "Very Good":								
Preparation levels of entering students	23	15	8	20	51	36	35	56
Ability to attract good students	31	21	12	30	60	48	46	69
Ability to attract and hold good faculty	65	61	62	56	64	72	71	85
Adequacy of faculty compensation	33	36	40	29	26	28	24	64
Overall financial condition of the institution	40	38	40	31	38	44	43	53
Adequacy of student financial aid	32	28	34	12	30	39	38	45
Adequacy of physical plant for current needs	31	31	29	36	31	33	32	39
Adequacy of equipment for:								
• teaching	36	32	33	26	33	44	44	54
• research	17	21	15	19	44	13	10	44
Adequacy of library resources	37	34	36	24	46	42	41	53
Adequacy of electronic infrastructure:								
• to support academic programs	45	42	43	40	42	50	51	42
• for administration and management	40	40	39	43	41	40	40	40
Ability to keep up with latest technological advances	29	28	28	26	33	32	31	37
Adequacy of long-range planning	42	33	30	38	47	57	58	48
Ability to respond to enrollment shifts	32	24	24	21	35	45	45	37
Overall quality of campus life	56	47	45	44	68	71	72	64
Percentage defining their own institution as "Fair" or "Poor":								
Preparation levels of entering students	33	46	57	29	14	10	11	2
Ability to attract good students	19	22	24	19	12	13	14	0
Ability to attract and hold good faculty	5	7	7	6	7	2	2	2
Adequacy of faculty compensation	26	25	24	22	40	27	29	15
Overall financial condition of the institution	19	23	22	27	21	12	12	10
Adequacy of student financial aid	25	28	27	32	31	19	19	18
Adequacy of physical plant for current needs	28	32	33	33	28	20	20	19
Adequacy of equipment for:								
• teaching	25	29	27	37	23	19	19	16
• research	49	53	63	54	16	44	47	13
Adequacy of library resources	21	26	28	24	22	11	11	8
Adequacy of electronic infrastructure:								
• to support academic programs	25	26	28	23	20	22	23	10
• for administration and management	26	23	25	16	20	33	34	17
Ability to keep up with latest technological advances	36	39	43	33	28	32	31	33
Adequacy of long-range planning	23	27	30	23	18	16	16	21
Ability to respond to enrollment shifts	25	29	29	31	20	18	19	13
Overall quality of campus life	7	7	7	5	4	8	9	0

*Responses for "Good" are not shown on the table.

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A3
Overall Changes in Operating Budgets (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
1995-96 budget compared to last year:								
Increase of:								
More than 5 percent	25	18	18	17	21	36	36	37
3 to 5 percent	34	32	31	29	44	38	38	40
1 to 2 percent	21	25	25	27	20	14	14	13
No change	8	8	8	12	1	7	7	5
Decrease of:								
1 to 2 percent	3	5	5	5	7	0	0	3
3 to 5 percent	7	8	10	4	6	4	4	2
More than 5 percent	2	3	2	6	1	0	0	0

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A4

Changes Since 1985 in the Share of Budget Required by Various Expenses (Percentage of Institutions with Each Change)*

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Faculty salaries								
Larger share	62	63	64	59	66	61	62	49
Smaller share	10	10	9	9	16	12	11	19
Books and periodicals								
Larger share	34	35	32	40	39	33	32	40
Smaller share	21	23	21	27	31	17	17	22
Electronic infrastructure								
Larger share	90	94	95	92	90	83	83	78
Smaller share	2	1	0	2	1	4	3	8
Computing operations								
Larger share	85	86	89	84	76	83	85	62
Smaller share	4	2	1	5	4	6	6	8
Instructional & research equipment								
Larger share	35	36	34	34	49	34	34	42
Smaller share	14	12	10	18	16	16	16	11
Construction of new facilities								
Larger share	38	38	37	42	34	38	37	45
Smaller share	17	20	20	18	29	11	10	17
Renovation & repair of existing facilities								
Larger share	42	43	46	36	37	41	41	46
Smaller share	15	16	12	20	30	14	12	26
Physical plant operations								
Larger share	29	30	38	14	15	29	28	31
Smaller share	22	24	14	42	45	19	18	25
Institutionally funded student aid								
Larger share	56	40	30	60	62	82	83	73
Smaller share	4	5	5	3	11	3	3	5
Academic programs, undergraduate								
Larger share	29	33	32	34	43	21	21	23
Smaller share	12	8	8	8	14	19	19	17
Academic programs, graduate								
Larger share	37	29	0	34	35	43	44	29
Smaller share	9	11	0	11	19	7	6	22
Student support services								
Larger share	38	36	39	33	21	41	42	35
Smaller share	13	16	14	18	26	7	7	14
Admissions and recruitment								
Larger share	48	39	39	40	38	64	66	40
Smaller share	8	10	8	15	10	6	5	11
Development								
Larger share	45	42	37	51	46	52	54	30
Smaller share	9	8	9	4	8	10	9	18
Programs serving adult learners								
Larger share	36	32	36	27	16	42	45	11
Smaller share	9	6	4	10	14	14	12	32

*Percentages with "no change" are not shown on the table.

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A5
Ties with Business and Industry (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage that have formal ties with business or industry for:								
Equipment donated, loaned, or shared	71	80	83	73	85	55	52	89
Credit courses for business employees	72	84	91	67	77	52	51	70
Noncredit courses for business employees	72	90	98	70	85	41	40	59
Scholarship or loan programs	62	75	78	68	71	41	39	64
Joint meetings or advisory panels	87	94	97	84	95	75	74	83
Jointly developed and sponsored programs	66	76	81	62	74	48	46	75
Partnerships to assist high schools	70	77	85	58	68	59	59	62
Partnerships for state and regional development	54	77	77	73	85	15	13	44
Financial support of research	31	33	15	58	84	27	22	83

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A6
**Competition Between Public and Private Institutions
(Percentage of Institutions Reporting a Change During the Past Ten Years)***

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
High ability students								
Increased competition	66	60	54	72	69	75	77	59
Decreased competition	0	0	0	1	0	0	0	0
Adult learners								
Increased competition	53	52	56	46	40	54	56	31
Decreased competition	0	0	0	0	0	0	0	0
Distance learning capabilities								
Increased competition	62	70	72	68	55	49	50	34
Decreased competition	1	1	0	2	2	0	0	0
Support from state tax funds								
Increased competition	49	45	42	50	52	56	56	53
Decreased competition	13	14	18	6	6	12	13	3
Support from corporations & foundations								
Increased competition	67	64	60	72	68	72	71	80
Decreased competition	1	2	3	0	3	0	0	0

*Percentages with "no change" are not shown on the table.

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A7
Current Faculty Policies (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions that:								
have a special research fund for junior faculty	22	18	9	28	53	28	25	53
reduce teaching loads for junior faculty	19	14	6	21	54	27	24	58
allow a flexible schedule for coming up to the tenure review	20	23	15	25	55	17	15	37
Percentage of institutions that:								
have procedures to periodically evaluate tenured faculty	76	82	83	82	76	67	70	39
have a formal program for teaching improvement	56	57	56	56	61	56	56	62
have annual awards for outstanding teaching	83	79	76	80	100	90	90	93
Percentage of institutions that:								
changed the criteria for tenure or promotion to give more importance to good teaching	27	24	17	34	44	33	32	39
established regular faculty positions that are not on the tenure track	25	22	17	30	27	30	27	58
considered ending the tenure system for new faculty	5	4	6	2	4	6	6	6
considered abolishing the tenure system	5	4	5	2	2	6	6	6

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A8
Aspects of the Faculty Employment Picture (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage of institutions making extensive use of part-time faculty (i.e., more than one-fourth of courses)	47	58	72	35	11	30	31	21
Tenure Practices:*								
Percentage of faculty holding tenure								
80 percent or more	4	4	—	4	4	4	3	11
70 to 79 percent	20	20	—	21	19	20	20	20
60 to 69 percent	29	35	—	35	36	24	24	29
40 to 59 percent	39	33	—	31	39	43	44	26
Less than 40 percent	8	7	—	9	1	9	8	14
Average percentage, tenured	59	61	—	60	63	58	58	58
Percentage of faculty on tenure track but not tenured								
60 percent or more	4	0	—	0	0	7	7	3
50 to 59 percent	6	0	—	0	0	11	12	0
40 to 49 percent	9	9	—	10	4	10	10	3
30 to 39 percent	25	21	—	27	6	27	29	15
20 to 29 percent	39	46	—	41	63	34	31	59
Less than 20 percent	17	24	—	23	28	12	11	20
Average percentage, on tenure track	30	25	—	26	22	33	34	25
Percentage of faculty not on tenure track								
40 percent or more	6	5	—	6	1	7	6	18
20 to 39 percent	14	20	—	18	25	11	10	18
10 to 19 percent	37	38	—	34	49	37	39	26
5 to 9 percent	23	21	—	25	11	23	25	12
1 to 4 percent	6	5	—	5	7	6	5	14
Average percentage, not on tenure track	15	14	—	14	15	15	15	21
Percentage of institutions that:								
currently offer incentives for early retirement	34	38	38	36	42	28	25	60
expect to decrease the size of the faculty during the next five years	23	22	20	24	30	24	24	32

* Two-year colleges have been excluded because many do not have traditional tenure systems.

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A9
Changes in Number of Faculty, 1994-95 vs. 1995-96 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Change in full-time faculty (regular)								
Net gain	43	38	37	42	39	51	52	40
No change	36	36	40	29	33	36	37	31
Net loss	21	25	24	29	28	13	11	29
Change in full-time faculty (temporary)								
Net gain	29	27	23	37	26	33	34	23
No change	62	62	68	49	59	63	63	62
Net loss	8	11	9	14	15	4	3	15
Change in part-time faculty								
Net gain	48	51	56	43	37	42	44	22
No change	38	33	29	38	47	47	48	45
Net loss	14	16	14	19	16	11	9	32
Change in faculty 65 and over								
Net gain	20	17	15	16	30	27	25	43
No change	70	71	76	64	56	67	69	46
Net loss	10	12	9	20	14	6	6	11
Change in faculty 70 and over								
Net gain	9	6	4	6	19	16	14	31
No change	82	83	85	82	68	80	82	55
Net loss	9	11	11	12	13	5	4	14
Change in minority faculty								
Net gain	33	36	33	36	56	29	27	40
No change	61	58	62	57	34	64	65	54
Net loss	6	6	5	7	9	7	7	5
Change in women faculty								
Net gain	52	52	51	49	69	52	50	71
No change	43	40	41	42	26	48	50	25
Net loss	5	8	8	9	5	0	0	5
Change in tenured faculty								
Net gain	45	36	34	35	48	59	60	54
No change	45	48	51	45	40	39	40	36
Net loss	10	16	15	20	12	2	1	10
Change in minority faculty with tenure								
Net gain	24	27	22	28	53	19	17	32
No change	73	69	74	68	43	79	80	68
Net loss	3	4	4	4	4	2	3	0
Change in women faculty with tenure								
Net gain	48	47	40	59	58	49	49	56
No change	50	49	55	40	38	51	51	44
Net loss	2	4	5	2	4	0	0	0

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A10
Changes in Students Over the Ten Years (Percentage of Institutions)

		Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
A. MOST SIGNIFICANT CHANGES								
Percentage of institutions that cited each area of change:								
Concern about tuition or increased costs	55	70	64	76	98	22	23	12
Increased financial aid	34	23	25	19	11	59	58	62
More students working	16	15	16	11	13	20	20	19
Better academic preparation	18	19	8	40	44	15	12	49
Weaker academic preparation	20	22	30	9	3	15	16	0
Greater student diversity	35	31	28	38	30	42	42	49
More nontraditional students	16	23	27	18	5	2	2	6
Access to technology	48	47	47	47	43	50	51	44
Changing values/objectives	26	21	24	13	25	35	35	32
Greater concern about job market	16	18	19	17	13	13	12	19
All other	17	12	11	12	16	27	29	6
B. SPECIFIC CHANGES								
Percentage of institutions that stated that their students:								
reflect more racial/ethnic diversity	77	75	71	79	92	80	79	89
have better high school preparation	32	24	10	47	63	46	47	43
are more career-oriented	72	66	57	82	83	83	85	60
have a stronger sense of political awareness	22	19	14	25	35	28	28	22
take longer to complete their degrees	69	75	78	72	63	59	61	39
have greater difficulty finding good employment after college	47	50	48	54	53	43	43	49

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A11
Changes in Enrollment, 1985-86 vs. 1995-96 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Overall (headcount) enrollment								
Major increase	49	52	59	41	35	44	48	11
Some increase	30	30	27	37	37	29	28	49
No change	3	3	2	3	5	5	5	5
Decrease	17	15	12	18	24	21	20	36
Total number of applicants								
Major increase	55	54	58	47	43	56	58	36
Some increase	28	31	28	35	41	23	22	35
No change	6	3	3	4	2	11	11	7
Decrease	11	12	11	14	13	11	10	22
Students age 25 and older								
Major increase	35	36	40	29	25	34	36	12
Some increase	42	40	36	49	47	45	45	41
No change	15	14	13	15	19	18	17	23
Decrease	8	10	11	8	9	4	2	25
Transfer students								
Major increase	25	25	26	24	26	24	26	0
Some increase	46	47	46	56	37	44	43	54
No change	20	18	23	7	18	24	25	14
Decrease	8	9	6	13	18	8	5	32
Part-time students								
Major increase	29	32	38	22	21	23	25	11
Some increase	37	38	37	44	29	35	36	27
No change	18	12	9	14	28	27	28	21
Decrease	16	17	16	19	22	15	12	42
Commuter students								
Major increase	22	26	29	24	19	15	16	0
Some increase	33	31	25	42	32	38	38	31
No change	37	38	44	24	39	37	36	45
Decrease	8	6	3	10	11	11	10	24
Students reporting disabilities								
Major increase	25	33	38	22	24	13	12	24
Some increase	57	56	52	65	60	58	59	42
No change	18	11	10	13	16	30	29	33
Decrease	0	0	1	0	0	0	0	0
International students								
Major increase	13	13	10	17	20	14	13	23
Some increase	44	40	36	44	55	52	52	54
No change	31	34	41	23	15	26	27	10
Decrease	11	13	13	15	10	8	8	13
Students from low-income backgrounds								
Major increase	12	17	23	6	9	3	3	0
Some increase	45	46	46	45	50	44	43	55
No change	38	34	29	46	35	45	46	31
Decrease	5	2	2	3	6	8	8	14

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TABLE A11—CONTINUED
Changes in Enrollment, 1985-86 vs. 1995-96 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Students from wealthy backgrounds								
Major increase	4	4	5	3	1	3	4	0
Some increase	27	22	18	27	38	34	33	36
No change	64	68	70	69	57	57	57	52
Decrease	5	5	7	1	3	6	6	13
Students requiring financial aid								
Major increase	42	40	45	31	30	46	48	32
Some increase	46	50	46	56	61	38	37	58
No change	12	10	10	13	8	15	16	11
Decrease	0	0	0	0	1	0	0	0
Students completing double majors								
Major increase	3	4	3	6	4	1	1	3
Some increase	41	30	32	25	35	56	56	61
No change	55	65	65	68	58	40	41	30
Decrease	2	1	0	1	3	3	3	6
Students holding jobs during school year								
Major increase	28	28	33	20	19	28	30	9
Some increase	50	54	52	55	60	44	43	59
No change	21	18	15	25	20	28	27	30
Decrease	0	0	0	0	1	0	0	3
Students taking courses at off-campus sites								
Major increase	25	29	33	22	17	17	18	9
Some increase	36	38	35	41	48	31	31	32
No change	35	26	24	32	30	50	50	44
Decrease	5	7	8	6	5	2	0	15

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A12
Changes in Enrollment, 1994-95 vs. 1995-96 (Percentage of Institutions)*

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Overall (headcount) enrollment								
Increase	41	35	32	38	45	52	54	33
Decrease	36	39	38	40	41	32	32	35
Total number of applicants								
Increase	53	44	34	62	63	69	69	67
Decrease	25	28	30	25	23	21	21	20
Students age 25 and older								
Increase	32	30	31	30	29	35	35	33
Decrease	20	24	26	20	18	14	14	18
Transfer students								
Increase	33	28	26	33	34	40	40	39
Decrease	22	21	18	25	33	23	23	31
Part-time students								
Increase	30	33	34	31	27	24	24	30
Decrease	32	35	37	32	29	25	24	36
Noncredit enrollment								
Increase	29	37	48	10	21	16	16	18
Decrease	14	12	8	23	15	18	17	20
Master's-level enrollment								
Increase	58	47	0	51	36	65	67	46
Decrease	21	27	0	22	41	16	16	17

*Percentages with "no change" are not shown on the table.

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A13

Major Factors Affecting Enrollment in the Last Ten Years (Percentage of Institutions Citing Each Factor)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Among all institutions:								
Caps on enrollment	9	11	8	15	24	5	4	13
Budgetary constraints	37	47	47	49	45	20	21	15
Change in								
adult students	59	63	70	53	35	52	54	22
pool of potential applicants	68	65	62	70	76	72	72	76
graduate enrollment	61	64	0	64	63	59	59	55
transfer students	39	42	36	54	52	34	34	39
foreign students	28	27	22	38	26	29	29	29
student retention	55	55	50	64	60	54	56	40
Rising tuition and fees	55	57	58	55	51	52	52	51
Recruitment practices	68	66	67	63	66	72	72	68
Luck	31	34	40	27	15	27	29	13
Publicity about the institution	71	67	69	62	64	78	79	63
New testing/assessment requirements	27	35	44	22	14	11	12	6
Changes in curriculum	48	50	59	32	35	46	47	32
Changes in student services	40	40	44	34	36	39	40	26
Among institutions with enrollment increases:								
Caps on enrollment	9	11	8	15	24	5	4	13
Budgetary constraints	37	47	47	49	45	20	21	15
Change in								
adult students	59	63	70	53	35	52	54	22
pool of potential applicants	68	65	62	70	76	72	72	76
graduate enrollment	56	52	0	64	63	59	59	55
transfer students	39	42	36	54	52	34	34	39
foreign students	28	27	22	38	26	29	29	29
student retention	55	55	50	64	60	54	56	40
Rising tuition and fees	55	57	58	55	51	52	52	51
Recruitment practices	68	66	67	63	66	72	72	68
Luck	31	34	40	27	15	27	29	13
Publicity about the institution	71	67	69	62	64	78	79	63
New testing/assessment requirements	27	35	44	22	14	11	12	6
Changes in curriculum	49	50	59	32	35	46	47	32
Changes in student services	40	40	44	34	36	39	40	26
Among institutions with enrollment decreases:								
Caps on enrollment	13	22	15	26	36	2	1	7
Budgetary constraints	59	76	86	67	65	40	43	22
Change in								
adult students	57	55	64	52	32	59	63	32
pool of potential applicants	82	81	74	97	73	83	81	93
graduate enrollment	60	58	0	69	44	61	60	63
transfer students	37	44	32	60	49	30	22	65
foreign students	29	33	21	49	44	23	21	29
student retention	54	66	58	82	59	40	40	37
Rising tuition and fees	81	74	79	64	79	88	91	72
Recruitment practices	53	39	41	33	46	71	68	86
Luck	19	13	22	5	6	25	27	16
Publicity about the institution	61	39	36	43	46	85	90	57
New testing/assessment requirements	22	33	54	11	13	6	5	7
Changes in curriculum	32	25	35	11	20	40	45	15
Changes in student services	27	17	21	7	25	39	41	28

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A14
Program Changes Over the Last Ten Years (Percentage of Institutions Citing Each Change)

All Institutions		Public				Independent		
		All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral
A. MOST SIGNIFICANT CHANGES								
Percentage of institutions that cited each area of change:								
Reorganized/reduced programs	16	13	13	9	28	20	19	26
Fewer courses/sections offered	4	6	3	12	6	0	0	0
Internal review/scrutiny of programs	25	31	29	33	33	13	13	9
Increased external accountability	11	13	4	31	30	6	7	0
Additional programs/departments	49	44	45	44	33	60	61	48
New program directions	53	40	41	36	43	79	77	101
Greater attention to basic skills	19	20	20	15	34	17	17	17
Assessment/student outcomes	18	24	25	25	16	7	7	4
Greater attention to teaching/learning	49	41	39	46	50	64	66	52
Need for technology	40	51	65	26	10	19	19	18
All other	16	17	16	22	17	15	14	26
B. SPECIFIC CHANGES								
Percentage of institutions that:								
have reorganized programs	77	81	83	77	77	71	72	63
have fewer programs	28	33	27	47	40	21	22	14
have more rigorous evaluation and review of programs	87	86	86	88	89	88	89	74
have greater accountability for financial efficiency of programs	85	91	93	86	92	76	76	74
have greater accountability for student outcomes	88	89	91	86	86	87	90	53
have less faculty participation in program decisions	5	3	3	3	1	10	11	0
have more attention to teaching effectiveness	85	85	85	82	90	85	85	86

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A15
Curriculum Change Since 1985-86 (Percentage of Institutions)

All Institutions	Public				Independent			
	All	Two-Year	Comprehensive	Research/Doctoral	All	Colleges	Research/Doctoral	
Percentage of institutions that reported:								
New general education requirements								
Major change	27	28	25	28	52	24	24	24
Some change	62	63	66	62	41	60	61	54
No change	11	9	9	10	7	15	15	22
Increased coherence of general education								
Major change	21	22	22	22	29	18	18	10
Some change	55	58	58	56	56	52	52	49
No change	24	20	20	22	16	30	29	41
Greater emphasis on:								
Writing								
Major change	36	37	30	49	53	34	35	26
Some change	50	52	58	41	38	46	45	58
No change	14	11	11	10	9	20	20	16

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TABLE A15—CONTINUED
Curriculum Change Since 1985-86 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
The freshman year								
Major change	26	19	11	32	39	37	38	23
Some change	46	49	51	45	47	42	41	58
No change	28	32	39	23	14	21	21	19
Foreign language proficiency								
Major change	6	5	2	7	20	7	7	11
Some change	25	22	19	26	26	30	30	31
No change	70	74	79	67	54	63	64	58
International matters								
Major change	14	10	6	22	12	19	21	8
Some change	47	42	39	40	70	55	54	56
No change	39	47	55	38	18	26	25	36
Issues of science & technology								
Major change	15	17	17	16	17	13	13	7
Some change	53	50	47	54	56	59	60	43
No change	32	33	35	30	27	29	27	50
History & civilization								
Major change	5	3	1	6	10	7	7	2
Some change	40	36	35	36	48	46	47	32
No change	55	60	64	58	42	47	45	66
Values & ethics								
Major change	13	11	11	12	8	17	18	13
Some change	47	48	43	57	63	46	47	36
No change	39	41	46	31	30	37	36	51
Humanities courses								
Major change	9	10	11	6	18	7	8	0
Some change	50	48	49	47	44	52	52	47
No change	41	42	40	47	39	41	40	53
Analytical & critical thinking								
Major change	19	16	12	21	32	23	24	7
Some change	59	64	71	54	47	50	50	53
No change	22	20	17	25	22	27	26	39
"Active" modes of learning								
Major change	23	18	21	13	13	30	30	27
Some change	58	63	61	71	59	48	50	34
No change	20	19	18	17	29	22	20	40
Class discussion								
Major change	12	7	6	10	5	20	21	10
Some change	59	63	66	56	62	51	53	37
No change	30	30	28	34	33	29	26	53
New ways to assess student progress & learning								
Major change	32	32	31	35	33	32	35	0
Some change	57	61	62	57	61	50	49	55
No change	11	7	7	8	6	18	16	45
Increased attention to multicultural diversity								
Major change	37	36	26	56	50	40	40	37
Some change	55	57	65	41	42	51	52	48
No change	7	7	8	2	7	9	8	15

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TABLE A15-CONTINUED
Curriculum Change Since 1985-86 (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
New ways to involve students in:								
Research								
Major change	20	14	6	27	28	28	29	18
Some change	43	38	25	61	58	51	49	76
No change	37	48	68	12	14	20	22	5
Community service								
Major change	27	15	13	18	23	47	49	28
Some change	49	54	46	74	55	41	41	50
No change	24	31	41	8	22	12	11	22
Internships								
Major change	27	20	15	30	24	39	41	16
Some change	54	57	56	60	54	48	47	60
No change	19	23	29	9	22	13	11	24
More master's degree programs								
Major change	34	22	0	23	18	41	43	23
Some change	36	48	0	45	56	28	26	43
No change	30	30	0	31	26	31	30	33
More noncredit courses								
Major change	21	29	38	13	15	8	8	2
Some change	39	45	46	42	43	29	28	41
No change	40	26	17	45	42	63	64	57
Greater flexibility for adult learners								
Major change	28	28	33	18	19	27	29	16
Some change	48	50	46	59	46	46	48	28
No change	24	22	20	23	35	27	24	57
Expanded programs for adult learners								
Major change	28	26	31	17	13	31	33	11
Some change	45	53	51	60	49	31	30	35
No change	27	21	18	23	37	38	36	54
More courses offered by interactive television								
Major change	23	34	34	35	28	5	5	5
Some change	29	38	35	41	54	14	14	16
No change	47	28	31	24	18	81	81	79
More courses offered through the Internet								
Major change	7	8	6	14	8	4	4	5
Some change	16	20	19	20	28	9	10	5
No change	77	72	75	66	64	87	87	90
More courses offered by other electronic means								
Major change	12	17	16	19	17	4	4	5
Some change	40	49	48	50	51	27	27	22
No change	47	34	36	30	33	69	69	72
Expanded use of computers for classroom instruction								
Major change	66	68	72	64	52	63	65	46
Some change	31	31	27	36	48	32	30	43
No change	2	1	1	0	0	5	4	10

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A16
General Education Requirements (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Undergraduates must complete a core amount of course work in general education:								
No, not required	2	3	3	0	7	1	0	10
Yes, required for some students	4	6	8	2	2	0	0	5
Yes, required for all students in arts and sciences	8	11	16	0	2	2	2	8
Yes, required for all students	86	80	72	98	89	96	98	77

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).

TABLE A17
Experience with Work-based Learning (Percentage of Institutions)

	All Institutions	Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage that offer:								
Non-paid internships, practicums								
Extensive activity	26	19	15	28	24	38	38	36
Some activity	65	68	66	72	76	60	61	48
None	9	1	19	1	0	2	0	16
Paid internships								
Extensive activity	12	11	8	19	6	14	14	18
Some activity	57	61	56	67	84	50	49	56
None	31	28	36	14	10	36	37	26
Cooperative education programs								
Extensive activity	14	16	12	24	26	11	10	18
Some activity	43	55	56	52	58	24	23	33
None	42	29	32	25	16	65	66	49
Other work-based learning								
Extensive activity	6	5	5	7	5	8	8	5
Some activity	39	46	42	48	74	26	23	61
None	55	48	53	46	21	66	69	33
Percentage that:								
have paid internships in all fields of study	17	18	18	21	9	16	15	24
have paid internships in limited fields	80	79	79	75	94	80	80	80
use faculty assessment of paid internship experiences	82	81	80	83	85	82	82	82
collaborate with high schools on work-based learning	31	41	51	20	35	12	12	15


CONTINUED ON NEXT PAGE

TABLE A17—CONTINUED
Experience with Work-based Learning (Percentage of Institutions)

		Public				Independent		
		All	Two- Year	Compre- hensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Percentage reporting positive results with paid work-based learning in:								
Recruitment								
A great deal	9	7	6	10	8	13	13	15
Some results	35	39	37	40	46	27	25	52
None, none yet	56	54	57	50	45	59	62	33
Student retention								
A great deal	8	9	7	11	12	5	5	12
Some results	46	43	45	35	50	52	51	55
None, none yet	47	49	48	54	37	43	44	33
Academic gains for students								
A great deal	13	13	11	17	15	13	12	28
Some results	48	49	49	43	63	46	48	37
None, none yet	39	38	40	40	22	40	41	35
Course improvement								
A great deal	8	9	10	8	3	7	7	0
Some results	40	42	42	39	52	34	32	55
None, none yet	52	49	48	53	45	59	61	45
Placement success for graduates								
A great deal	21	22	19	26	24	19	18	31
Some results	48	49	50	46	59	44	43	55
None, none yet	32	29	32	28	17	37	39	14
Financial help for students								
A great deal	13	14	10	23	15	10	10	7
Some results	54	56	56	51	66	49	46	79
None, none yet	34	30	34	27	19	41	44	14
Business-education partnerships								
A great deal	14	16	15	23	11	9	10	4
Some results	48	50	49	47	62	44	42	60
None, none yet	38	33	36	30	27	47	48	36
Alumni relations								
A great deal	9	9	5	16	6	10	10	4
Some results	41	38	32	42	60	47	45	67
None, none yet	50	54	63	41	34	43	44	29

Source: Campus Trends 1996, American Council on Education.

National estimates based on weighted survey data (80 percent response) received from 403 institutions (including 132 two-year colleges, 35 baccalaureate institutions, 124 comprehensive universities, and 112 doctoral universities).



APPENDIX B TECHNICAL NOTES

Technical Notes

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the fall and winter of 1991–92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that had occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988–89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the *Campus Trends* survey consists of 506 institutions that offer a general program of undergraduate instruction. It excludes specialized institutions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

TABLE B-1
Stratification Design

Type of Institution	Population	Sample	Respondents
Total	2,329	506	(403)
Large public research universities	72	55	44
Large public doctoral universities	38	29	24
Large public comprehensive universities	30	23	17
Large independent research universities	32	24	16
Large independent doctoral universities	25	18	14
Large independent comprehensive universities	17	13	11
Public doctoral universities (<14,500 FTEE)	24	11	9
Public comprehensive universities (6,500–13,999 FTEE)	91	46	39
Public comprehensive universities (<6,500 FTEE)	207	39	33
Public liberal arts colleges	34	4	3
Independent doctoral universities (<14,500 FTEE)	20	5	5
Independent comprehensive universities (2,500–13,999 FTEE)	82	16	13
Independent comprehensive colleges (<2,500 FTEE)	155	15	11
Independent liberal arts colleges (>1,000 FTEE)	213	23	17
Independent liberal arts colleges (<1,000 FTEE)	313	20	15
Public two-year colleges (14,000 or more FTEE)	6	4	4
Public two-year colleges (8,000–13,999 FTEE)	51	30	24
Public two-year colleges (4,500–7,999 FTEE)	125	42	31
Public two-year colleges (2,000–4,499 FTEE)	254	43	37
Public two-year colleges (<2,000 FTEE)	540	46	36

FTEE - Full-time equivalent enrollment

The three-page survey questionnaire (Appendix C) was mailed in late January 1996 with the request that it be completed by the academic vice-president. By April, responses were received from 80 percent of those surveyed (403 institutions). Data from responding institutions were statistically weighted to be representative of the 2,329 four-year colleges and universities and public two-year institutions in the United States that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell. Table B-2 shows response rates by institutional categories.

TABLE B-2
Response Rates By Institutional Categories (in Percentages)

Institutional Category	Response Rate
Total	80
Control	
Public	81
Independent	76
Type	
Public research or doctoral university	81
Independent research or doctoral university	74
Public comprehensive university	82
Independent comprehensive university	77
Public two-year college	80
Enrollment size	
Less than 1,000	73
1,000 to 4,999	82
5,000 to 9,999	78
10,000 and above	80



APPENDIX C QUESTIONNAIRE

American Council on Education
Campus Trends, 1996

This questionnaire asks some general questions about policies and practices at your institution.
All questions refer to 1995-96. **Circle or check an answer for each question. If not applicable, please write N/A.**

I. ENROLLMENT

A. How does your institution's 1995-96 enrollment compare to one year ago?

	Compared to last year:		
	Increase	No Change	Decrease
Overall (headcount) enrollment	3	2	1
Total number of applicants	3	2	1
Students age 25 and older	3	2	1
Transfer students	3	2	1
Part-time students	3	2	1
Noncredit enrollment	3	2	1
Master's-level enrollment	3	2	1

B. Compared to 10 years ago (1985-86), how has your enrollment changed? (Estimates are sufficient)

	Compared to 10 years ago:			
	Major Increase	Some Increase	No Change	Decrease
Overall (headcount) enrollment	4	3	2	1
Total number of applicants	4	3	2	1
Students age 25 and older	4	3	2	1
Transfer students	4	3	2	1
Part-time students	4	3	2	1
Commuter students	4	3	2	1
Students reporting disabilities	4	3	2	1
International students	4	3	2	1
Students from low-income backgrounds	4	3	2	1
Students from wealthy backgrounds	4	3	2	1
Students requiring financial aid	4	3	2	1
Students completing double majors	4	3	2	1
Students holding jobs during the school year	4	3	2	1
Students taking courses at off-campus sites	4	3	2	1

C. What are the major factors explaining your enrollment pattern in the last 10 years?

	Major factor?	
	Yes	No
Caps on enrollment	2	1
Budgetary constraints	2	1
Change in:		
adult students	2	1
pool of potential applicants	2	1
graduate enrollment	2	1
transfer students	2	1
foreign students	2	1
student retention	2	1
Rising tuition and fees	2	1
Recruitment practices	2	1
Luck	2	1
Publicity about the institution	2	1
New testing/assessment requirements	2	1
Changes in curriculum	2	1
Changes in student services	2	1

II. FACULTY

A. Compared to 1994-95, did your institution have any net change in the number of:

	Increase	No Change	Decrease
Full-time faculty – regular	3	2	1
Full-time faculty – temporary	3	2	1
Part-time faculty	3	2	1
Faculty 65 and over	3	2	1
Faculty 70 and over	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Tenured faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

8. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)? ☐ Yes ☐ No

C. Of your full-time faculty during 1995-96, approximately what percentage are:

Tenured	_____ percent
On tenure track but not tenured	_____ percent
Not on tenure track	_____ percent
(We do not have tenure or the equivalent _____)	

D. Does your institution:

	Yes	No
have a special research fund for junior faculty?	2	1
reduce teaching loads during the first year or two for junior faculty?	2	1
allow a flexible schedule for coming up to the tenure review?	2	1
have procedures to periodically evaluate tenured faculty?	2	1
have a formal program for teaching improvement?	2	1
have annual awards for outstanding teaching?	2	1
currently offer incentives for early retirement?	2	1
expect to decrease the size of the faculty during the next five years?	2	1

E. Has your institution:

	Yes	No
changed the criteria for tenure/promotion to give more importance to good teaching?	2	1
established regular faculty positions that are not on the tenure track?	2	1
considered ending the tenure system for new faculty?	2	1
considered abolishing the tenure system?	2	1

III. FINANCIAL STATUS

A. How does your (latest) operating budget for 1995-96 compare to the previous year's budget? (In actual dollars for each year)

_____	Increased more than 5 percent
_____	Increased 3 to 5 percent
_____	Increased 1 to 2 percent
_____	No change
_____	Decreased 1 to 2 percent
_____	Decreased 3 to 5 percent
_____	Decreased more than 5 percent

B. Which of the following have taken a larger or smaller share of the annual budget since 1985?

	<u>Larger Share</u>	<u>No Change</u>	<u>Smaller Share</u>
Faculty salaries	3	2	1
Books and periodicals	3	2	1
Electronic infrastructure	3	2	1
Computing operations	3	2	1
Instructional and research equipment	3	2	1
Construction of new facilities	3	2	1
Renovation and repair of existing facilities	3	2	1
Physical plant operations	3	2	1
Institutionally funded student aid	3	2	1
Academic programs, undergraduate	3	2	1
Academic programs, graduate	3	2	1
Student support services	3	2	1
Admissions and recruitment	3	2	1
Development	3	2	1
Programs serving adult learners	3	2	1

IV. INSTITUTIONAL STATUS

A. Compared to 10 years ago, what have been the three most significant changes for each of the following:

For your institution as a whole:

- 1.
- 2.
- 3.

For your students:

- 1.
- 2.
- 3.

For your programs:

- 1.
- 2.
- 3.

B. During the past 10 years, has there been a change in the competition between public and independent institutions in your state for:

	<u>Increase</u>	<u>No Change</u>	<u>Decrease</u>
High ability students	3	2	1
Adult learners	3	2	1
Distance learning capabilities	3	2	1
Support from state funds	3	2	1
Support from corporations and foundations	3	2	1

C. Does your institution have formal ties with business or industry in any of the following areas:

	<u>Yes</u>	<u>No</u>
Equipment donated, loaned, or shared	2	1
Credit courses for business employees	2	1
Noncredit courses for business employees	2	1
Scholarship or loan programs	2	1
Joint meetings or advisory panels	2	1
Jointly developed and sponsored programs	2	1
Partnerships to assist high schools	2	1
Partnerships for state or regional development	2	1
Financial support of research	2	1

D. Compared to 10 years ago, our institution:

	<u>Yes</u>	<u>No</u>
works more closely with the schools and school districts	2	1
collaborates more extensively with other institutions of higher education	2	1
receives more support from businesses in the area	2	1
has less support from the legislature, state agencies	2	1
has a stronger sense of identity and purpose	2	1
has a more stable financial base	2	1
has a more diversified financial base	2	1
receives less state financial support	2	1
has a smaller faculty	2	1
has greater morale problems among faculty	2	1

Compared to 10 years ago, our students:

	<u>Yes</u>	<u>No</u>
reflect more racial/ethnic diversity	2	1
have better high school preparation	2	1
are more career-oriented	2	1
have a stronger sense of political awareness	2	1
take longer to complete their degrees	2	1
have greater difficulty finding good employment after college	2	1

Compared to 10 years ago, our programs:

	<u>Yes</u>	<u>No</u>
have been reorganized	2	1
are fewer in number	2	1
go through more rigorous evaluation and review	2	1
face greater accountability for financial efficiency	2	1
face greater accountability for student outcomes	2	1
have less faculty participation in decisions	2	1
give more attention to teaching effectiveness	2	1

E. Please rate your institution on each of the following:

	<u>Excel- lent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Preparation levels of entering students	5	4	3	2	1
Ability to attract good students	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Adequacy of student financial aid	5	4	3	2	1
Adequacy of physical plant for current needs	5	4	3	2	1
Adequacy of equipment for:					
teaching	5	4	3	2	1
research	5	4	3	2	1
Adequacy of library resources	5	4	3	2	1
Adequacy of electronic infrastructure:					
to support academic programs	5	4	3	2	1
for administration and management	5	4	3	2	1
Ability to keep up-to-date with latest technological advances	5	4	3	2	1
Adequacy of long-range planning	5	4	3	2	1
Ability to respond to enrollment shifts	5	4	3	2	1
Overall quality of campus life	5	4	3	2	1

V. ACADEMIC PROGRAMS

A. Do you require students to complete coursework in general education?

- 4 Yes, all students
3 Yes, all students in arts and sciences
2 Yes, some students
1 No

B. How has your curriculum changed *since 1985-86*?

	Major Changes	Some Changes	None
New general education requirements	3	2	1
Increased coherence of general education requirements	3	2	1
Greater emphasis on:			
writing	3	2	1
the freshman year	3	2	1
foreign language proficiency	3	2	1
international matters	3	2	1
issues of science and technology	3	2	1
history and civilization	3	2	1
values and ethics	3	2	1
humanities courses	3	2	1
analytical or critical thinking	3	2	1
"active" modes of learning	3	2	1
class discussion	3	2	1
New ways to assess student progress and learning	3	2	1
Increased attention to multicultural diversity	3	2	1
New ways to involve students in:			
research	3	2	1
community service	3	2	1
internships	3	2	1
More master's degree programs	3	2	1
More noncredit courses	3	2	1
Greater flexibility for adult learners	3	2	1
Expanded programs for adult learners	3	2	1
More courses offered by interactive television	3	2	1
More courses offered through the Internet	3	2	1
More courses offered by other electronic means	3	2	1
Expanded use of computers for classroom instruction	3	2	1

C. Does your institution currently have:

	Extensive Activity	Some Activity	No Activity
Non-paid internships, practicums	3	2	1
Paid internships	3	2	1
Cooperative education programs (i.e., structured, sequential series of paid work experiences)	3	2	1
Other paid work-based learning	3	2	1

D. For paid internships and work experience, does your institution:

	Yes	No
offer it in all fields of study?	2	1
offer it in limited fields (e.g., engineering, business)	2	1
use faculty assessment of the student's work experience?	2	1
collaborate with high schools on work-based learning?	2	1

E. Has your institution experienced positive results from offering paid work-based learning in such areas as:

	A Great Deal	Some Results	None or None Yet
Recruitment	3	2	1
Student retention	3	2	1
Academic gains for students	3	2	1
Course improvement	3	2	1
Placement success for graduates	3	2	1
Financial help for students	3	2	1
Business-education partnerships	3	2	1
Alumni relations	3	2	1

Thank you for your cooperation.

Please keep a copy of this questionnaire for your records.

Please return this form to:

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American Council on Education
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